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ABSTRACT

Based on responses of 53 Association of Research Libraries (ARL) member libraries to a 1986 Systems and Procedures Exchange Center (SPEC) survey, this kit examines the changes in the organization and staffing of the collection development function in ARL libraries over the past 3 to 4 years. A concise summary discusses survey results, which indicated the prevalence of three basic trends: (1) continuing changes in the organization and staffing of collection development; (2) increasing emphasis on formal training and liaison with teaching faculty; and (3) growing interest in the development and execution of studies on the cost, performance, and analysis of the collection development/management function. Selected survey results are provided; and original documents submitted from ARL libraries include organization charts of 14 collection development units; vacancy announcements and position descriptions from 15 libraries; examples of orientation, training, and other aids from 10 libraries; and study reports from 3 libraries. A SPEC kit order form and evaluation form are also included. (KM)

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____ 107. University Archives
____ 108. Strategic Planning
____ 109. Staff Training for Automation
____ 110. Local Cataloging Policies
____ 111. Cooperative Collection Development
____ 112. Automation/Reorgan.Technical/Public Services
____ 113. Preservation Education
____ 114. Binding Operations
____ 115. Photocopy Services
____ 116. Organizing for Preservation
____ 117. Gifts and Exchange Function
____ 118. Unionization
____ 119. Catalog Maintenance Online
____ 120. Exhibits
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____ 128. Systems Office Organization
____ 129. Organization Charts
____ 130. Retrospective Conversion
____ 131. Collection Development Organiz./Staff.

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USES OF SPEC KITS

The Systems and Procedures Exchange Center (SPEC) is a clearinghouse operated by the Association of Research Libraries, Office of Management Studies that provides a central source of timely information and materials on the management and operations of large academic and research libraries. It facilitates the exchange of knowledge and documents through SPEC Kits, which are distributed ten times each year to ARL members and other interested libraries. The Kits include topically-arranged groupings of unedited primary source documents – selected for their value to administrators and decision-makers – that illustrate a wide range of alternative approaches to specfic issues.

Kit documents come from general membership surveys and from selected libraries contacted directly by SPEC, and most Kits are produced within six months of surveys. The documents' value comes from their variety of ideas, methods, and solutions. They are not viewed as finished products, but rather as points of departure for a library's planning efforts and as stimulants to innovative approaches to problem-solving. As such, Kits do not present answers or prescriptions for any one library; instead they illustrate how selected ARL members are planning for or dealing with particular issues. The worth of any one Kit to a particular library will depend upon the specific topic covered and the library's stage of development in that area.

Materials are selected according to the following criteria:

- Presents an approach of potential value to administrators and decision-makers
- Timely, and dealing directly with the topic under consideration
- Probability of application of ideas or thinking to other library situations
- Illustrative of actual practice, rather than theoretical
- Understandable, readable communication

All together, the materials should provide a range of alternative approaches that complement each other, provide variety, and stimulate comparison and contrast.

Libraries can take advantage of the Kit compilations in a number of ways. Administrators can evaluate the assumptions, methods, and results of other libraries' approaches; compare and contrast them; and use the learnings in their own situations. Library staff members can use the kits as professional development and current awareness tools. Committees and task forces can use them to begin a review of current practices. And the Kits can identify other persons or places to contact for further information. Back-up files in the SPEC office also are available for loan to member libraries. In addition, SPEC will conduct on-demand surveys or analyses geared specifically for a single library.

EVALUATION

Kit Title/Number ______________________________

1. Which uses did the library make of this Kit?

2. Please indicate how useful the Kit was for these purposes.

☐ Very Useful ☐ Quite Useful ☐ Somewhat Useful ☐ Not Useful

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1/82

spec flyer
#131, February 1987
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ISSN 0160 3582

COLLECTION DEVELOPMENT ORGANIZATION AND STAFFING

The collection development function is one of the stable features of research libraries, yet there may be no other unit that currently shows as much diversity in composition and reporting relationships. Over the past several years, libraries have moved from an emphasis on building collections to managing information resources. Today's collection management activities also include evaluation, budget administration, identification of materials for preservation, and decision-making regarding weeding, remote storage, and participation in cooperative programs. In addition, the collection management staff is responsible for selecting a wide variety of materials including audiovisual media, software, and data files.

To examine changes in organization and staffing, SPEC surveyed the academic members of the Association of Research Libraries in Fall 1986. The focus of questions was on changes within the past three to four years. Responses and materials submitted by 53 libraries indicate three basic trends: 1) Continuing changes in the organization and staffing of collection development; 2) increasing emphasis on formal training and liaison with teaching faculty; and 3) growing interest in the development and execution of studies on the cost, performance, and analysis of the collection development/management function.

ORGANIZATION. The organization of collection development and management functions usually falls into one of three patterns: 1) a staff largely composed of full-time bibliographers with responsibilities assigned by academic department, language or subject area; 2) a decentralized staff, where a significant number of professional staff have some collection development responsibilities; and 3) a staff with some combination of full-time bibliographers and other full-time staff who work as selectors part-time. Analysis of questionnaire responses did not show a correlation between the percentage of total professional staff involved in collection development and libraries' materials budgets. However, libraries with materials budgets of at least $2.5 million generally reported using about 20 professional staff members as part-time selectors. As materials budgets approached $3.5 million, libraries usually reported about 30 part-time selectors.

Almost all libraries responding to the questionnaire indicated the presence of a collection development or management unit. However, there was wide variety in titles of the individuals in charge, their responsibilities, and spans of control. Internal structures ranged from a unit composed of no full-time bibliographers and over 40 part-time selectors, to units with more than 20 full-time bibliographers. Between these two extremes were many combinations. Based on responses from 34 libraries, the number of full-time bibliographers ranged from 1 to 23, with an average of 6. Among the 50 libraries reporting on part-time selectors, the range was from 4 to 46, with an average of 21 selectors.

The structure that appears to be most common is a core of 4-6 full-time bibliographers complemented by about two dozen part-time selectors. In cases where there are a large number of part-time selectors, many libraries have appointed coordinators, often organized into humanities, social sciences, and sciences groups. Such coordinators usually report to the head or director of collection development.

The recent *SPEC Kit #129, Organization Charts in ARL Libraries* (November-December 1986) discussed the organizational location of collection development units in 61 ARL libraries. Documents reviewed for this kit confirm the finding that the common reporting line is directly to the university librarian in 50 percent of the libraries studied.

STAFFING AND ACTIVITIES. Of the 53 responding libraries, six reported a complete change or significant shift from full-time bibliographers to part-time selectors. Five libraries reported some movement in the opposite direction, i.e., from part-time selectors to full-time bibliographers. Twenty libraries reported other changes including the addition of part-time selectors and the creation of new positions. The remaining 22 libraries basically have kept collection development staffing the same.

Traditionally, collection development has used staff from public services, and more specifically from reference. Over the past three years, however, there has been a movement toward using part-time selectors from other departments, including the non-public services areas of acquisitions and

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cataloging. Among the 53 responding libraries, the approximate percentage of total professional staff involved in collection development ranged from 10 percent to 75 percent, with an average of 40 percent.

Increasing staff involvement has been due in part to such factors as staff shortages, budget constraints, and the influence of new technologies. However, by using more staff for collection development, libraries often find that their subject and foreign language expertise is enhanced. In addition, the involvement of more staff provides additional opportunities for building a collection that is responsive to users' needs.

The amount of time that part-time selectors spend on collection development is determined in a variety of ways. It can depend on the subject responsibilities, individual and departmental priorities, or amount of funds to be expended, but usually it appears to be negotiated and determined by discussion between an individual selector and supervisor during an annual goal-setting process or review. Submitted documents did not reveal the use of formulas for establishing division of time.

QUALIFICATIONS, TRAINING AND EVALUATION. Educational requirements and minimum qualifications for bibliographers as reflected by submitted documents indicate that advanced subject degrees are desirable, if not required. Several libraries reported that they are experiencing difficulty in finding librarians with foreign language competence.

The training of librarians new to collection development is receiving increasing attention. A number of guidelines and checklists, as well as handbooks and manuals for bibliographers, are now is use. Almost one-fourth of the respondents indicated that some type of collection development manual was in the planning or revision stage. Libraries also report conducting workshops and inhouse presentations covering basic concepts of collection development. In many cases, new bibliographers and selectors work closely with experienced staff during a training period. As collection development becomes more decentralized, various aids are being developed in order to communicate specific subject responsibilities and schedules to library staff and external constituents.

Performance measures for collection management activities are being developed in several libraries. However, submitted performance evaluation documents did not reveal any formal use of measures specifically for collection development personnel. One library which had implemented performance measures two years ago has since reorganized collection management functions, and has stopped using the measures. Factors considered most often in evaluations include professional knowledge and skill, quality and quantity of work, judgement and decision-making, and work relationships. Several libraries require a review/evaluation involving library and unit goals and objectives on an annual basis.

TRENDS AND NEEDS. Building and maintaining a collection usually has involved the cooperation of teaching faculty. With the current interest in improving library-scholar communication, some libraries are developing new ways of encouraging faculty to serve as advisors and consultants for collection development decisions and planning. Establishing a sound working relationship with teaching faculty is often mentioned in position descriptions. In addition to working with faculty on an ongoing basis and seeking their views regarding the direction of teaching programs and scholarly research, library liaisons also are involving instructional faculty in special projects such as collection assessment, serials cancellations and transfer of materials to remote storage.

A fairly recent development in ARL libraries has been increased participation in the North American Collection Inventory Project (NCIP), which has provided a number of libraries with a mechanism for assessing collections, refining collection policies, and developing staff expertise in the collections management area.

The area of collection management is receiving renewed interest from an administrative perspective today. As functions become decentralized through the use of more staff across departmental lines and as tasks become more complex, innovative management approaches are needed. One response has been the addition of coordinators who oversee groups of selectors. However, libraries are still working to develop performance measures and ways of establishing division of time for part-time selectors. Because of these and other needs, collection development is a promising area for a management information system, which can serve as a tool for planning and analysis.

The SPEC Kit on Collection Development Organization and Staffing (#131, February 1987, 121 pages) contains selected SPEC survey results, illustrations of the organization of 14 collection development units, position descriptions from 15 libraries, 10 examples of orientation and training aids, and 3 study reports.

* * *

This flyer and kit was prepared by
James E. Bobick, Associate Director,
University Libraries, Case Western Reserve University, as part
of the OMS Collaborative Research/Writing Program.

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Table of Contents
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COLLECTION DEVELOPMENT ORGANIZATION AND STAFFING
in ARL Libraries
#131, February 1987

SURVEY — Selected SPEC Questionnaire Results 1

ORGANIZATION
Arizona State University — Organization Chart - Collection Development, 8/86 3
Boston University — Organization Chart - Bibliographic Services, 12/84 4
Brown University — Organization Chart - Public Services and Collection Development, 4/84 5
Case Western Reserve Univ. — Organization Chart - Public Services and Collection Management 6
Colorado State University — Organization Charts - Access Services, 6/86, Current and Proposed, 1/86 7
Columbia University — Organization Chart and Outline - Library Resources Group, 11/84, Resource Development Unit Descriptions, 4/85 8
Iowa State University — Organization Chart, 4/83, Organization of Collection Development, 7/84 16
Michigan State Uiversity — Organization Charts, 8/86, 9/86 21
North Carolina State Univ. — Collection Development Narrative 23
Queen's University — Collection Development Narrative, 7/86 .. 25
Temple University — Organization Chart, 9/86 and Outline, 11/85 - Collection Development 27
Univ. of California, Irvine — Organization Chart, 8/85 30
Univ. of Cal., Santa Barbara — Organization Chart, 7/86 31
University of Massachusetts — Organization of the Process of Selecting Materials, 12/83 32

VACANCY ANNOUNCEMENTS & POSITION DESCRIPTIONS

Arizona State University	Division Responsibilities, 12/84	33
Univ. of California, Davis	Vacancy Announcement, AUL for Collections, 8/86	38
Univ. of Southern California	Vacancy Posting, AUL for Collection Development and Special Programs, 4/85 ..	40
University of Manitoba	Job Description - Collection Development, 1981, ...	42
Michigan State University	Vacancy Posting, Coordinator of Collections, Science Libraries, 8/86	45
Brigham Young University	Job Description, Subject Specialist, 11/86	46
University of Notre Dame	Position Description, Bibliographer, 9/81	49
University of Miami	Bibliographer's Duties and Responsibilities, Outline, 8/85	52
Columbia University	Position Description - Social Sciences Bibliographer, 4/86	56
Iowa State University	Position Description - Social Sciences Bibliographer, 1980	59
Texas A&M University	Position Description - Resource Development Librarian - Humanities, 9/86	61
University of Nebraska	Position Description - Assistant Professor Humanities/Social Sciences, 11/85 ...	63
Brown University	Position Description - Reference Collection Development Librarian, 5/86	64
Univ. of California, Irvine	Vacancy Posting - Romance Languages Librarian, 8/86	65
Pennsylvania State Univ.	Faculty Assignment Statement, Cataloger with Collection Development Responsibilities, 10/83	67

ORIENTATION, TRAINING AND OTHER AIDS

University of Texas	Orientation Schedule, 2/86	68
University of Notre Dame	Orientation Program: Bibliographer for Latin American Studies, Government & Economics	69
SUNY, Albany	New Bibliographers' Training Program, 1984	72
University of Waterloo	Workshop on Collection Management, 7/83, Guidelines for Liaison Librarians, 6/84	76

ORIENTATION, TRAINING AND OTHER AIDS (continued)

Pennsylvania State Univ. Guidelines for Selectors, 8/86 80

McGill University Bibliographer's Handbook (Contents & Introduction), 6/86 86

Univ. of Cal., Irvine A Manual for Bibliographers (Contents), 7/85 . 90

Univ. of Texas-Austin Bibliographer's Manual (Contents), 3/82 94

Brigham Young University Faculty Relations Document 96

New York University Faculty Information Bulletin, 1/83 102

STUDIES AND REPORTS

Temple University Discretionary Funds and Salary Costs 104

University of Waterloo Management Information System, 2/80, Time Study, 1978, Collection Management 9/84, Report on the Evaluation of the Physics Journal Collection, 6/86 105

Univ. of Cal., Irvine Report of the Collection Development Task Force Group, 7/86 116

Survey

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TO: SPEC Liaisons

August 6, 1986

SELECTED SPEC QUESTIONNAIRE RESULTS

CALL FOR DOCUMENTS ON COLLECTION DEVELOPMENT ORGANIZATION AND STAFFING

SPEC
Question #3

3. How many bibliographers and selectors does the library have? (Indicate "0" if none)

range = 1-23 mean = 6 Full-time (34 Respondents)
range = 4-46 mean = 21 Part-time (50 Respondents)
range = 10%-75% *mean = 40% Approximate percentage of total library staff reflected by above

*Percentage reflects total professional librarians.

SPEC
Question #4

4. In the past three to four years, has the library:

(six libraries) = 11% moved from full-time bibliographers to time/adjunct selectors
(five libraries)= 9% moved from part-time/adjunct selectors to full-time bibliographers
(22 libraries) = 42% kept collection development staffing as it is
(20 libraries) = 38% Other ____________________

Responding libraries reporting a significant shift from full-time bibliographers to part-time/adjunct selectors included:

Colorado State University	Cornell University	Louisiana State University
McGill University	Michigan State University	UC, Irvine

Responding libraries reporting a significant shift from part-time/adjunct selectors to full-time bibliographers included:

Brigham Young University	Tulane University	Temple University
University of Notre Dame	Yale University	

SPEC
Question #8

8. Does the library provide training for new collection development staff?

36 yes
10 no

Seven of the surveyed libraries did not respond to this question

SPEC
Question #9

9. Does the library use performance evaluation forms/procedures for collection development personnel?

39 **yes**
10 **no**

Four of the surveyed libraries did not respond to this question.

SPEC
Question #11

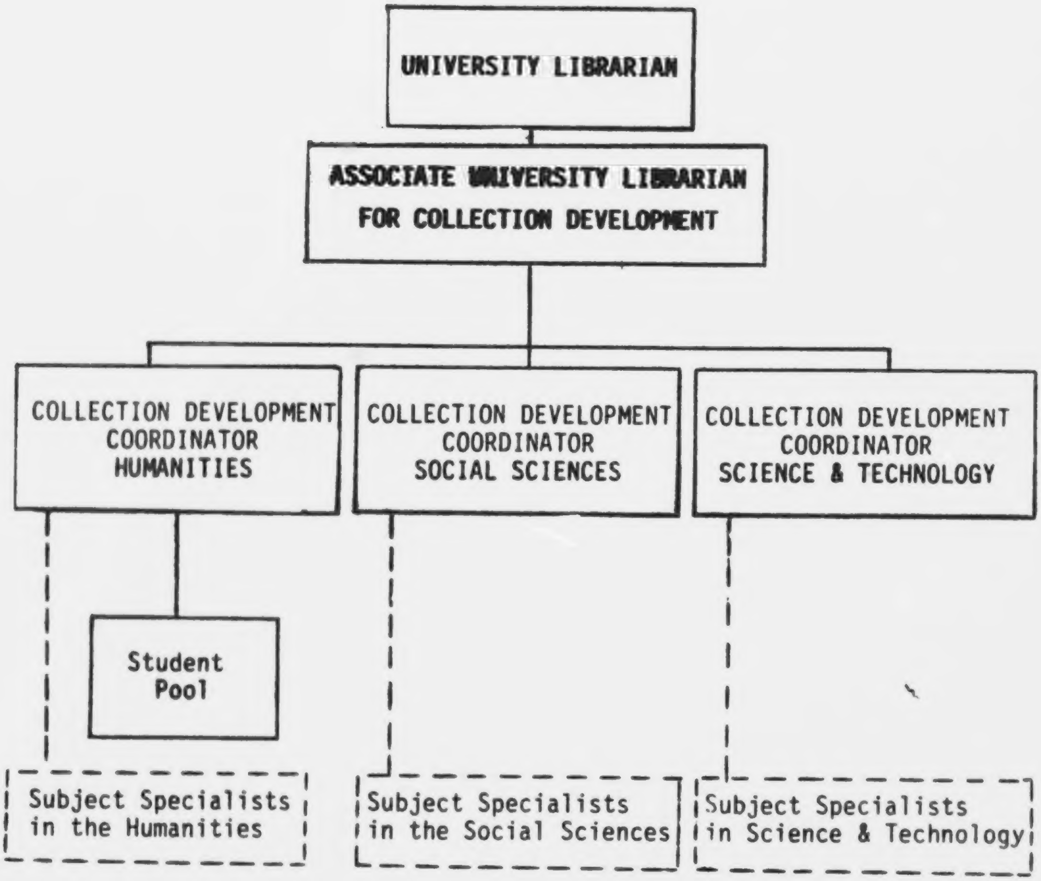
11. Has the library conducted any studies or comparisons of costs related to the collection development function? (For example, percentage of selector's salary as related to book funds to be expended. We are not interested in analyses of the materials budget.)

4 **yes**
43 **no**

Six of the surveyed libraries did not respond to this question.

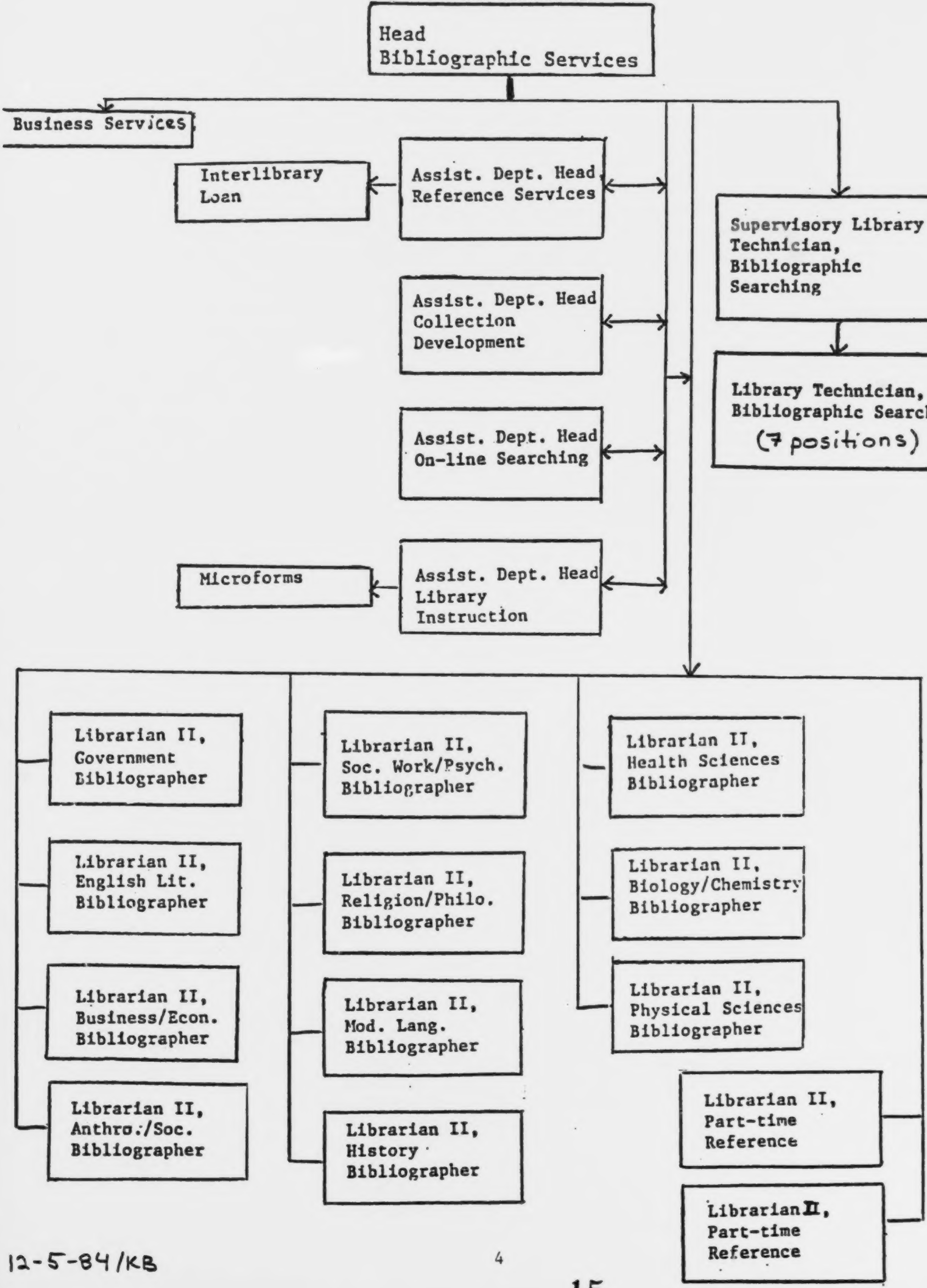
Organization

ARIZONA STATE UNIVERSITY


UNIVERSITY LIBRARIAN
ASSOCIATE UNIVERSITY LIBRARIAN FOR COLLECTION DEVELOPMENT
COLLECTION DEVELOPMENT COORDINATOR HUMANITIES
COLLECTION DEVELOPMENT COORDINATOR SOCIAL SCIENCES
COLLECTION DEVELOPMENT COORDINATOR SCIENCE & TECHNOLOGY
Student Pool
Subject Specialists in the Humanities
Subject Specialists in the Social Sciences
Subject Specialists in Science & Technology

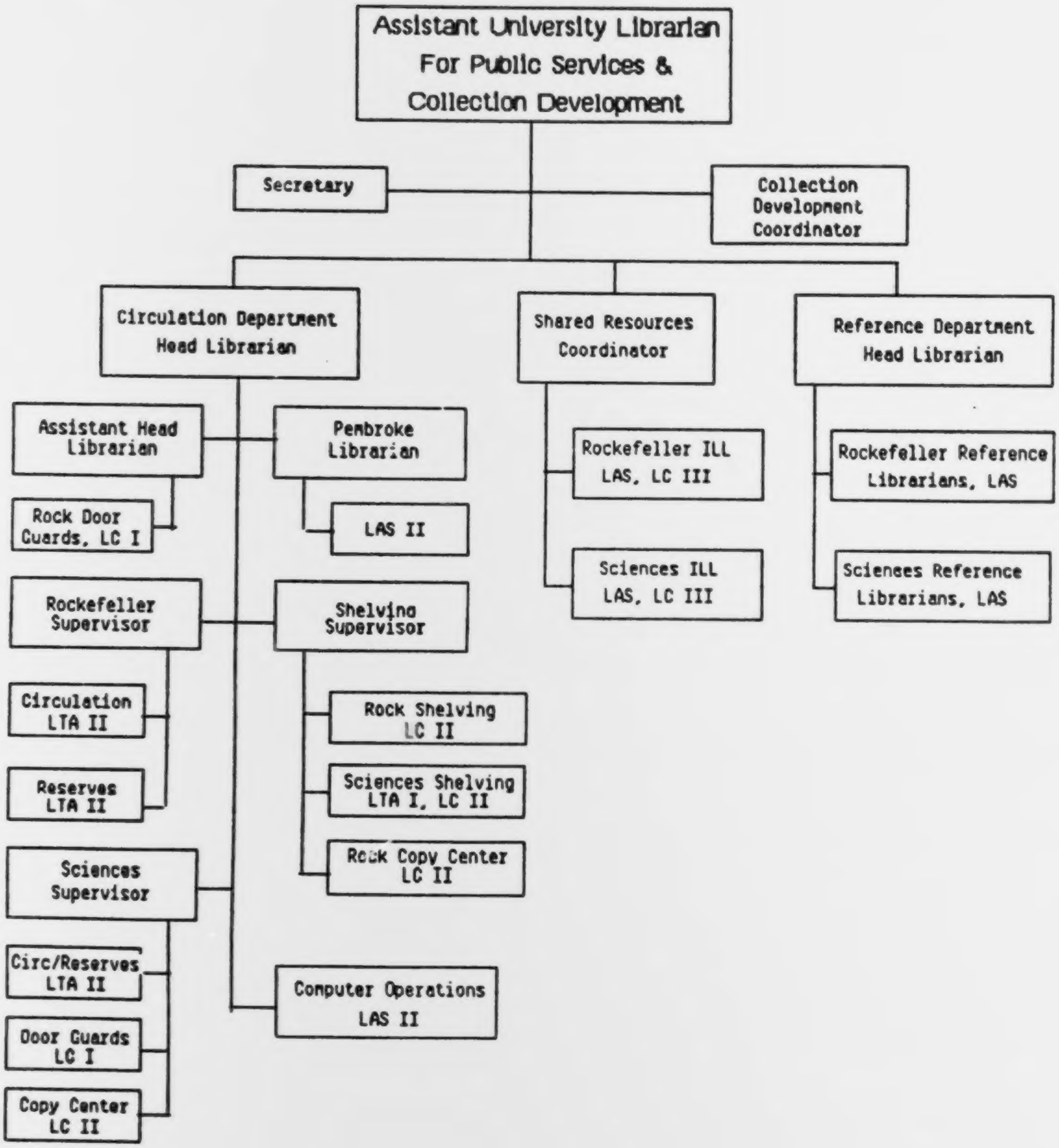
8/86 CD

BOSTON UNIVERSITY


Head Bibliographic Services
Business Services
Interlibrary Loan
Assist. Dept. Head Reference Services
Supervisory Library Technician, Bibliographic Searching
Assist. Dept. Head Collection Development
Library Technician, Bibliographic Searcher (7 positions)
Assist. Dept. Head On-line Searching
Microforms
Assist. Dept. Head Library Instruction
Librarian II, Government Bibliographer
Librarian II, English Lit. Bibliographer
Librarian II, Business/Econ. Bibliographer
Librarian II, Anthro./Soc. Bibliographer
Librarian II, Soc. Work/Psych. Bibliographer
Librarian II, Religion/Philo. Bibliographer
Librarian II, Mod. Lang. Bibliographer
Librarian II, History Bibliographer
Librarian II, Health Sciences Bibliographer
Librarian II, Biology/Chemistry Bibliographer
Librarian II, Physical Sciences Bibliographer
Librarian II, Part-time Reference
Librarian II, Part-time Reference

12-5-84/KB

POLICY I . 5
BROWN UNIVERSITY LIBRARY
PUBLIC SERVICES AND COLLECTION DEVELOPMENT DIVISION
ORGANIZATION CHART

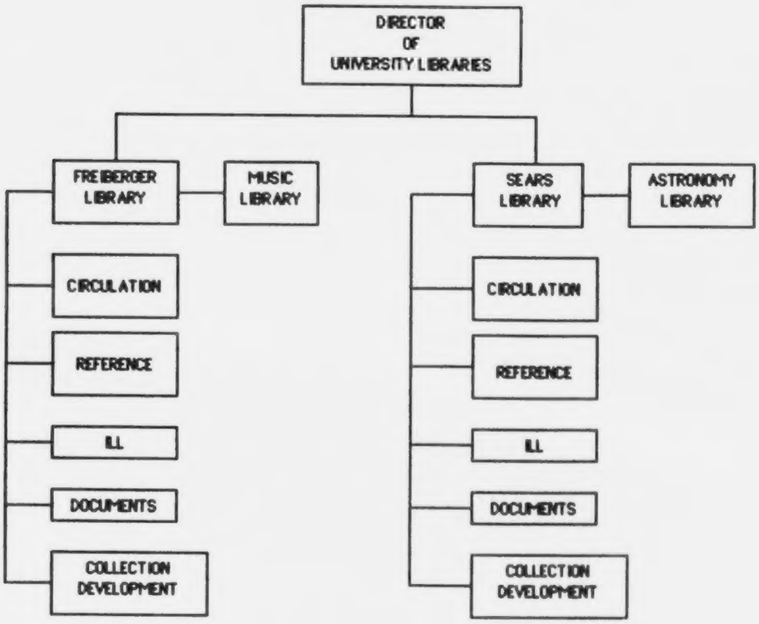

Assistant University Librarian For Public Services & Collection Development
Secretary
Collection Development Coordinator
Circulation Department Head Librarian
Shared Resources Coordinator
Reference Department Head Librarian
Assistant Head Librarian
Pembroke Librarian
Rock Door Guards, LC I
LAS II
Rockefeller Supervisor
Shelving Supervisor
Circulation LTA II
Reserves LTA II
Rock Shelving LC II
Sciences Shelving LTA I, LC II
Rock Copy Center LC II
Sciences Supervisor
Circ/Reserves LTA II
Door Guards LC I
Copy Center LC II
Computer Operations LAS II
Rockefeller ILL LAS, LC III
Sciences ILL LAS, LC III
Rockefeller Reference Librarians, LAS
Sciences Reference Librarians, LAS

APRIL 1984

CASE WESTERN RESERVE UNIVERSITY
UNIVERSITY LIBRARIES
ORGANIZATION CHARTS
FOR
PUBLIC SERVICES
AND
COLLECTION MANAGEMENT

1/87

UNIT LIBRARY SYSTEM


DIRECTOR
OF
UNIVERSITY LIBRARIES
FREIBERGER LIBRARY
MUSIC LIBRARY
SEARS LIBRARY
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CIRCULATION
REFERENCE
ILL
DOCUMENTS
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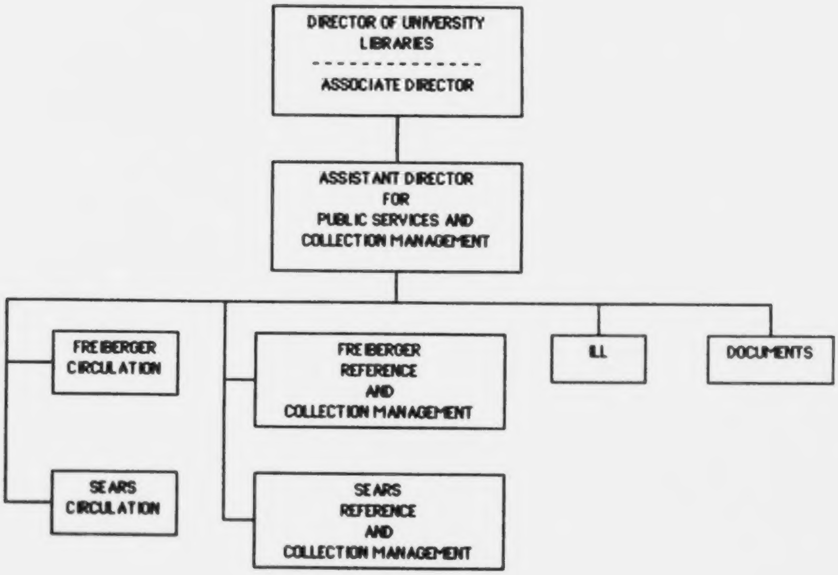
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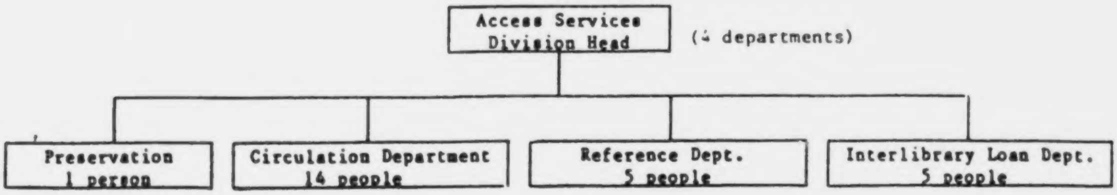
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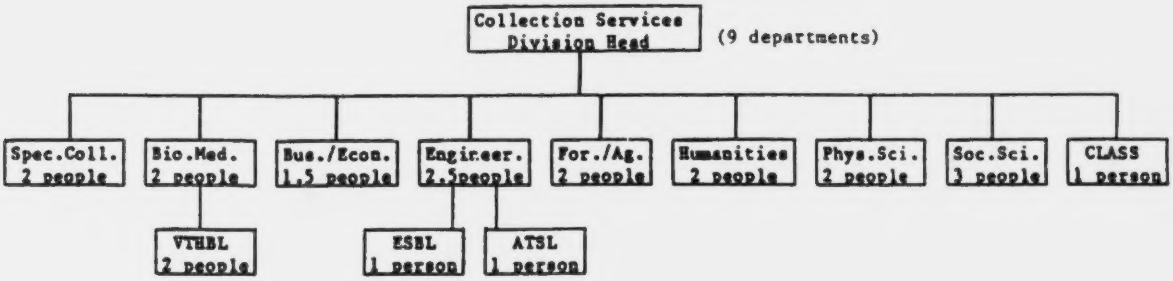
(4 departments)
Preservation 1 person
Circulation Department 14 people
Reference Dept. 5 people
Interlibrary Loan Dept. 5 people


Collection Services Division Head
(9 departments)
Spec.Coll. 2 people
Bio.Med. 2 people
Bus./Econ. 1.5 people
Engineer. 2.5people
For./Ag. 2 people
Humanities 2 people
Phys.Sci. 2 people
Soc.Sci. 3 people
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VTHBL 2 people
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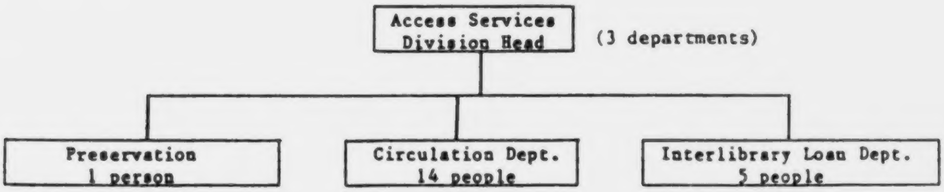
(This became official June 1, 1986)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Preservation 1 person
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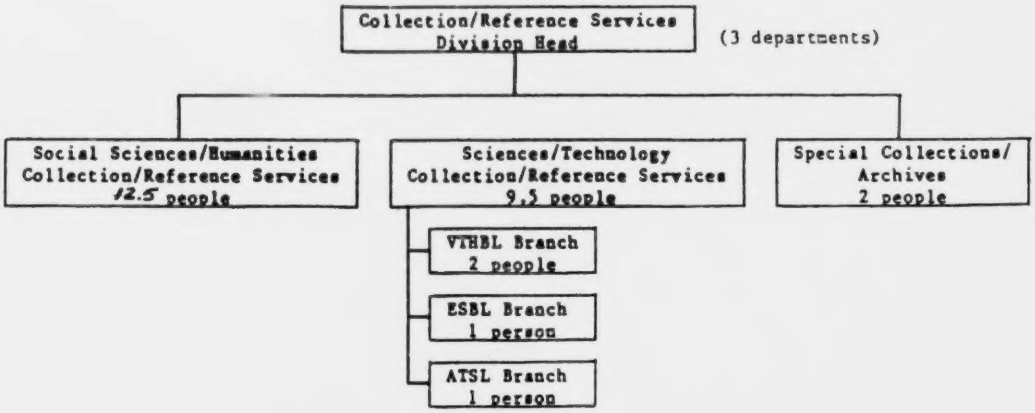
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(3 departments)
Social Sciences/Humanities Collection/Reference Services 12.5 people
Sciences/Technology Collection/Reference Services 9.5 people
Special Collections/ Archives 2 people
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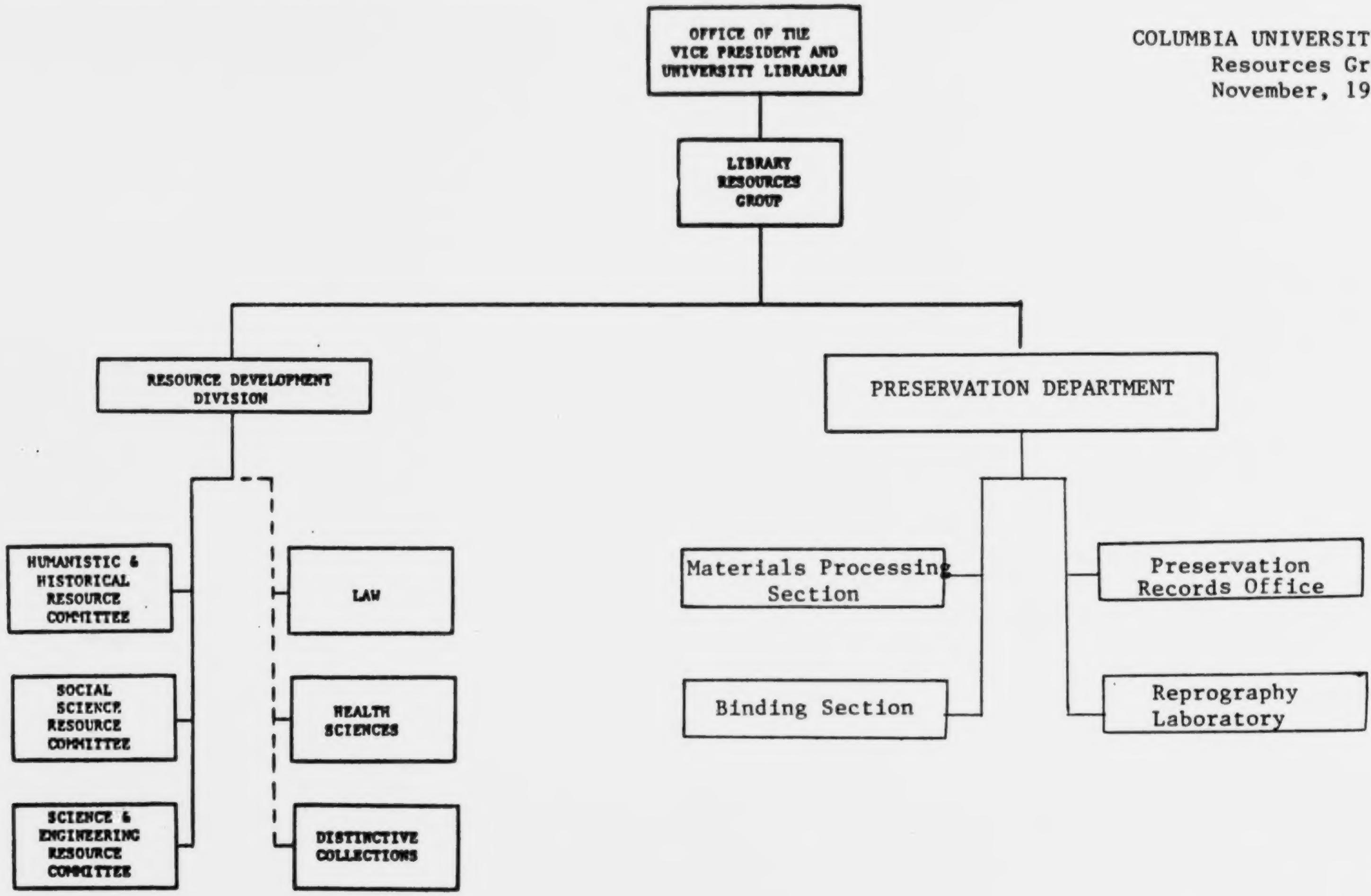
Resources Group
November, 1984


OFFICE OF THE VICE PRESIDENT AND UNIVERSITY LIBRARIAN
LIBRARY RESOURCES GROUP
RESOURCE DEVELOPMENT DIVISION
PRESERVATION DEPARTMENT
HUMANISTIC & HISTORICAL RESOURCE COMMITTEE
SOCIAL SCIENCE RESOURCE COMMITTEE
SCIENCE & ENGINEERING RESOURCE COMMITTEE
LAW
HEALTH SCIENCES
DISTINCTIVE COLLECTIONS
Materials Processing Section
Binding Section
Preservation Records Office
Reprography Laboratory

COLUMBIA UNIVERSITY

19

20

LIBRARY RESOURCES GROUP

Principal Administrator: Director, Library Resources Group

Parent Unit: Office of the Vice President for Information Services and University Librarian

Role: To develop and preserve library collections suited to Columbia's needs

Objectives:

1. Strengthen Columbia's national and world position as a scholarly institution.

2. Build resources to support actual instructional activities of the university, frequently short-term, expendable, flexible.

3. Build resources to support the present and future research needs of the university, primarily long-term, permanent, balanced.

4. Build resources to support commitments to regional and national resource plans.

5. Preserve the collections.

Functions:

1. Participate in planning use of computer technology in the libraries.

2. Recommend basic allocations for resources activities.

3. Control budgets for funds allocated to the Resources Group.

4. Exercise over-all control over resource expenditures through the library system.

5. Establish and enforce policy for collection development, including purchases, gifts, exchanges, documents, etc.

6. Plan and carry out programs and services of collection development.

7. Secure appropriate resources by identifying materials needed in developing the collections.

8. Monitor acquisitions policies of all units within the library system.

9. Solicit and coordinate subject knowledge of service unit personnel in collection development.

10. Participate in decisions for location of collections.

11. Establish and enforce policies regarding preservation of library resources.

12. Plan and carry out programs of collection preservation.

13. Identify materials that require preservation decisions in terms of binding, filming, special care, reprinting, or other maintenance activities.

14. Participate in decisions relating to the organization of the collections.

15. Participate in providing in-depth reference assistance.

16. Relate library resources to instructional programs by working in planning projects, developing curricula, and making presentations in classrooms.

17. Train and revise professional and clerical staff in resource-related activities.

Key Working Relationships

1. Library units in Support Group.
2. Library units in Services Group.
3. Distinctive Collections.
4. Faculty, researchers, students.
5. Libraries and other organizations involved in regional and national resource planning.
6. Planning Office.

Reports

Each unit is responsible for periodic reports to its parent unit and information reports from the head of the unit to his/her staff.

Performance and evaluative criteria

1. Growth, development, and preservation of collections according to plans.
2. Research support of the level and quantity planned.

COLUMBIA UNIVERSITY LIBRARIES
Unit Name: RESOURCE DEVELOPMENT DIVISION

Principal Administrator: Assistant Director for Resources

Parent Unit: Resources Group

Sub-units: Resource Development Committees for
1. Social Sciences
2. Humanities and History
3. Sciences

Role: To develop information resources for the Columbia University Libraries.

Objectives:

1. Bring together staff possessing expert information, library, subject and language skills for the development of locally held and shared information resources required by the academic community.
2. Develop and maintain an up-to-date collection policy based on actual instructional activities, present and future research needs of the university, and continuing intra-university resource sharing and national consortial commitments.
3. Assist in acquisition, provision of reference service, and bibliographic control of materials in special languages.
4. Participate in preservation, maintenance, and management of the collection.

Functions:

1. Participate in planning for the Resources Group, including recommending, preparing, and monitoring budgets; preparing reports on faculty research and instructional programs; doing analyses of the collection and of availability of needed information resources.
2. Recommend policies for collection development; revise and keep policies up-to-date.
3. Operating in the context of established budget allocations, make informed and timely resource selection decisions based on collection development policy, to receive the greatest value from the funds spent.

4. Assist in implementation of policies regarding collection management and maintenance, including storage, preservation, deacquisition, and microform conversion decisions.

5. Promote faculty and student awareness of resources through a variety of liaison activities designed to facilitate intellectual and physical access to the collections, incuding participation in public service activities, service on faculty committees, membership and attendance at meetings of scholarly professional organizations.

6. For specified languages: assist in the acquisition of material through purchase, exchange, and receipt of gifts; participate in the production of bibliographic control records; assist in cataloging.

7. Train, develop, and evaluate the performance of staff in the unit to achieve the highest level of performance.

Key working relationships:

Internal:
1. Library units in Service and Support groups.
2. Distinctive collections.
3. Bibliographic Control Division.
4. Planning Office.
5. Systems Office.

External:
1. Faculty, researchers and students.
2. Appropriate members of Research Libraries Group and other consortial partners.

Reports:

Annual report of Assistant Director to the Associate Librarian for Resources;
Annual reports from area bibliographers

Performance and Evaluative Criteria:

1. Growth, development, maintenance, and preservation of the collections according to plans and policies.

2. Academic community's satisfaction with availability or access to materials needed.

3. Accuracy of records and reports produced.

Unit Name: COLUMBIA UNIVERSITY LIBRARIES
RESOURCE DEVELOPMENT COMMITTEES

Principal Administrator: Chairpersons

Parent Unit: Assistant Director for Resource Development

Sub Units:
1. Humanities and History
2. Sciences
3. Social Sciences

Role: Operating in the context of established collecting policies, to provide a forum for communication and problem solving among staff members involved in coordinated collection development and between this staff and other units and the Assistant Director for Resource Development, to recommend changes in current collecting policies or practices.

Objectives:

1. Facilitate communication among staff members involved in resource development and between this staff and other units of the libraries.

2. Review selection practices with the purpose of maintaining conformity with established policy and receiving the greatest value from the funds spent.

3. Recommend changes in resource development policy.

Functions:

1. Conduct regular meetings.

2. Review budgetary limitations, RLG and other consortial commitments, access to information outside the libraries, the current curriculum, and current and future research needs to recommend changes in Columbia University Libraries' collecting policies, particularly as embodied in the RLG conspectus and Current collecting policies.

3. Prepare annual summary of those developments in information processing, storage and retrieval, faculty research and curricular activities at Columbia which have implications for resource allocation and modifications of collecting policies, making recommendations for such changes where appropriate. Chairperson writes report based on data supplied by members.

4. Review current collection practices including review

of order requests, particularly of serials, involving expensive items, duplication of titles held by other library units, titles of questionable value to the collections, titles apparently falling out of scope for the library units requesting them, titles in relation to RLG commitments, and other titles as identified for review by the Assistant Director for Resource Development.

5. Identify, make recommendations, and set priorities on major preservation projects. Assist in making decisions on large scale transfer of materials to storage or conversion to microformat for collection maintenance.

6. Identify and transmit other broad concerns relating to resource development interests and library planning and operations to appropriate channels for discussion and resolution.

7. Present informational programs on resource development topics of general interest, such as publishing trends, changes in information technology, reports on resource sharing projects, which may have a bearing on local practice.

Key working relationships:

Internal:
1. Directors and Assistant Directors of Services and Support Groups
2. Particular library units in Services and Technical Service groups, especially Bibliographic Control, Acquisitions, Interlibrary Loan
3. Preservation Department
4. Budget and Planning Office

External:
1. Faculty, researchers, students
2. Selection officers at Research Library Group libraries and other organizations with which there are consortial agreements

Reports:

1. Minutes of meetings (to other resources committees, Assistant Director, and to Director of Services)
2. Annual report on developments in research and curriculum within the university and their resources implications (to Assistant Director)

Performance and Evaluative Criteria:

1. Growth, development, preservation of collections according to plans and policies.

2. Academic community's satisfaction with availability of materials needed.

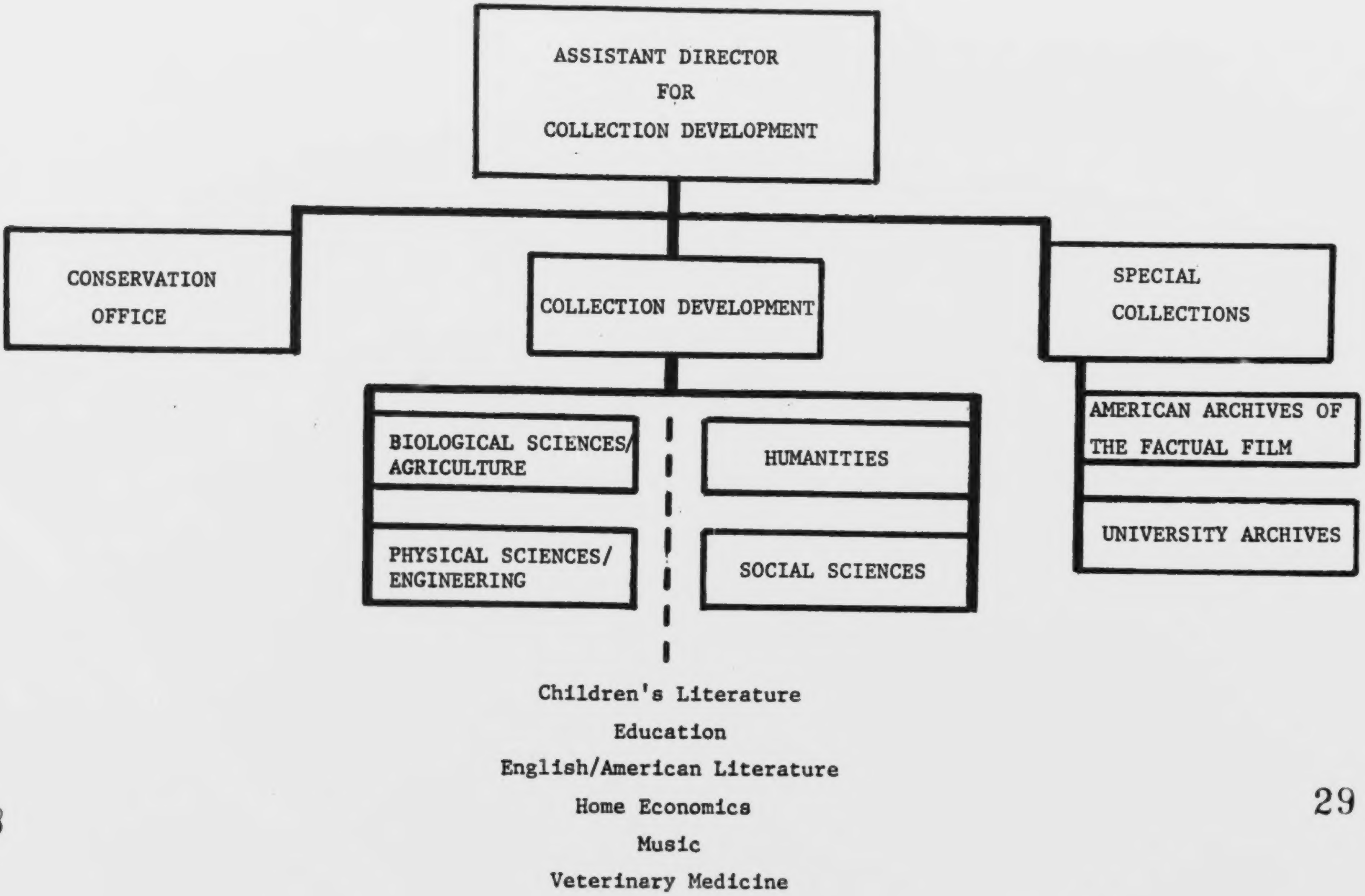
Notes:

These committees, including the Chairpersons, are to be appointed by the Director for Resource Development, with the advice of the Directors of the Services and Support groups and Librarians of the Distinctive Collections. The term for the committees, including the chairpersons, is one year, with appointments made to begin with the academic year. The Assistant Director for Resource Development is ex-officio member of each of the three committees.

A Resource Development Steering Committee, made up of the chairpersons of each of the three Resource Development Committees and the Assistant Director for Resource Development will coordinate the work of the three committees.

sf 4/4/85 draft

IOWA STATE UNIVERSITY LIBRARY
COLLECTION DEVELOPMENT DIVISION - ORGANIZATION CHART


ASSISTANT DIRECTOR
FOR
COLLECTION DEVELOPMENT
CONSERVATION OFFICE
COLLECTION DEVELOPMENT
SPECIAL COLLECTIONS
BIOLOGICAL SCIENCES/ AGRICULTURE
HUMANITIES
PHYSICAL SCIENCES/ ENGINEERING
SOCIAL SCIENCES
AMERICAN ARCHIVES OF THE FACTUAL FILM
UNIVERSITY ARCHIVES
Children's Literature
Education
English/American Literature
Home Economics
Music
Veterinary Medicine

ORGANIZATION OF COLLECTION DEVELOPMENT AT THE IOWA STATE UNIVERSITY LIBRARY

The object of this document is to clarify the responsibilities of the collection development staff to outline a structure that would provide for smooth and effective functioning of the collection development.

I. Collection Development Responsibilities

The over-all responsibility for coordinating collection development and management lies with the Assistant Director for Collection Development. Specifically this responsibility includes the following:

1. Review and confirmation of staff assignments for collection development/management in specific subject areas.
2. Preparation of budget requests and allocations of funds based on information received from acquisitions departments and collection development staff.
3. Development of selection policies and procedures.
4. Assisting in the development of liaison with academic departments and faculty members.
5. Coordination of the flow of orders in accordance with available funds and personnel.
6. Assisting in the development of priorities for expensive purchases.
7. Reviewing and approving of proposals for purchases of collections.
8. Approval of purchases of expensive items as stated in separate documents.
9. Administrating the Collection Development Unit.
10. Chairing the meetings of the Collection Development Council.
11. Sharing of information concerning budget, selection policies, acquisitions procedures, and other pertinent documents with collection development staff and others responsible for selection of library materials.

In addition to the four full-time bibliographers, who constitute administratively the Collection Development Unit, a number of other staff members currently participate in the selection of library materials. The following is a complete listing of staff members carrying specific collection development responsibilities or assignments:

Area/Subject	**Name**
Biological Sciences/Agriculture/ Earth Sciences	Robert Sickles
Children's Literature	Joan Kirk
Education	David Tyckoson
English & American Literature	Don Pady
Government Publications	Jan Fryer
Home Economics	Diana Shonrock
Humanities	Ursula von Godany
Maps	Marilyn Moody
Music	Collin Hobert
Physical Sciences/Mathematical Sciences/ Engineering	William Lee
Reference Collection	David Tyckoson
Social Sciences	Cindy Dobson
Special Collections - Rare Books	Stanley Yates
University Archives	Laura Kline
Veterinary Medicine	Sally Peterson

While it is the prerogative of all librarians to suggest and recommend books for purchase in areas of their particular expertise or interest, the primary responsibility for collection development in specific subject areas rests with the persons to whom these subject areas have been assigned. This responsibility involves working closely with faculty members in the various academic departments since the selection emphasis should reflect not only current course offerings and research programs, but also long range plans of the academic departments concerned. It may be neither possible nor desirable to spell out all the various tasks and duties of bibliographers and other subject selectors. The main responsibilities, however, can be summarized as follows:

1. Surveying the quality and adequacy of the collections in assigned subject areas.

2. Developing and maintaining a liaison with faculty members.

3. Selecting current and retrospective library materials for all collections in accordance with the Library's acquisitions policy, specifically by:

    a. reviewing books received on approval plans and deciding on their retention or rejection.

    b. monitoring approval plans (form selections, national bibliographies - BNB,WR).

    c. screening and approving faculty orders as necessary.

    d. systematically checking specialized bibliographies and second-hand book dealers catalogs.

4. To establish and maintain contacts with second-hand dealers in specialized fields.

5. To develop jointly with faculty priorities for collection development in specific subject fields.

6. To work with other bibliographers and subject selectors as necessary for selection of materials that may overlap two or more assigned subject areas.

7. To recommend budget allocations for purchases in assigned subject fields.

8. To manage purchases in accordance with allocated funds.

9. To provide annual reports on the year's activities and collection development/management, including any significant purchases.

10. To report to the Assistant Director for Collection Development any new programs in academic departments that may affect the collection development of the Library.

11. To submit for approval to the Assistant Director for Collection Development orders for expensive items as specified in separate documents, as well as other unusual requests.

II. Structure of Collection Development

It must be recognized that the collection development in a large university library is essentially intellectual in nature, and there is a need for different approaches to the various subject areas and for flexibility in selecting and procuring different materials in these subject fields. Because of these reasons and the large number of people involved in selection, a rigid structure following departmental organization of the Library is not desirable.

Collection Development Council

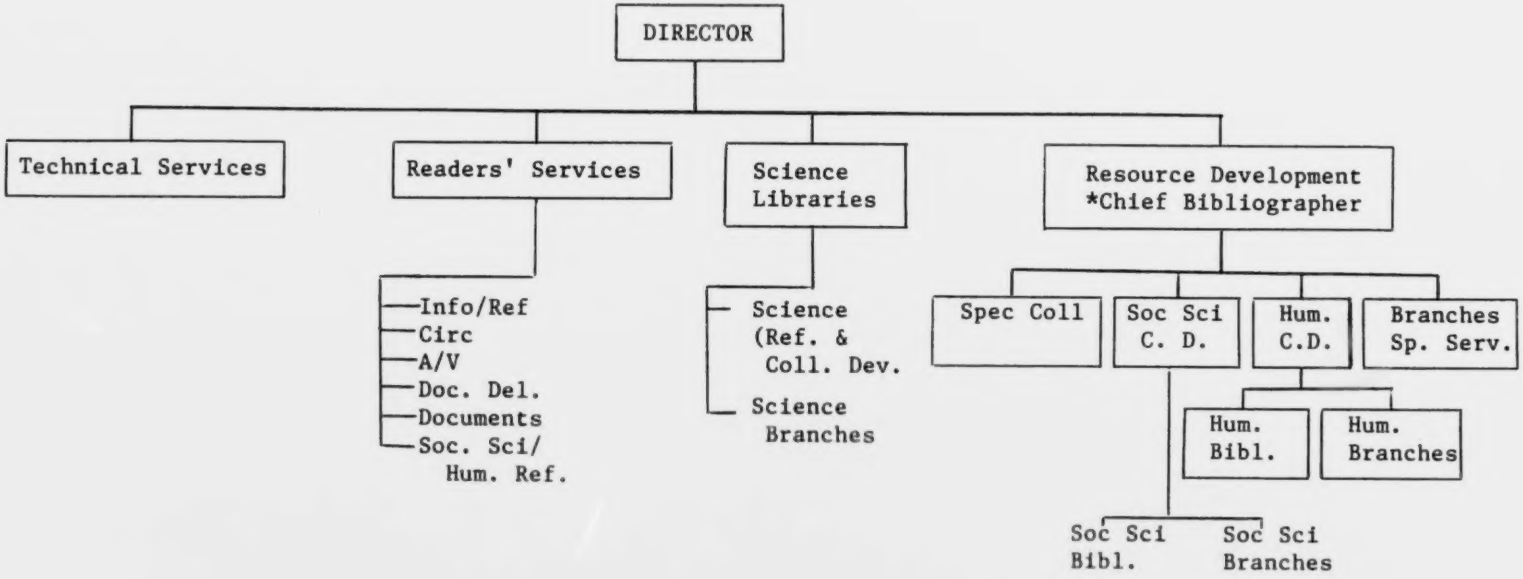
The Collecton Development Council, chaired by the Assistant Director for Collection Development, consists of all full-time bibliographers and the Head of the Special Collections. The Council meets on a monthly basis to discuss all matters of concern to the Collection Development Division.

Every other month the Council invites to the meetings the Assistant Director for Technical Services, the Head of Information Services Department, as well as all subject selectors.

MICHIGAN STATE UNIVERSITY LIBRARIES

ORGANIZATION CHART

BEFORE CHANGES

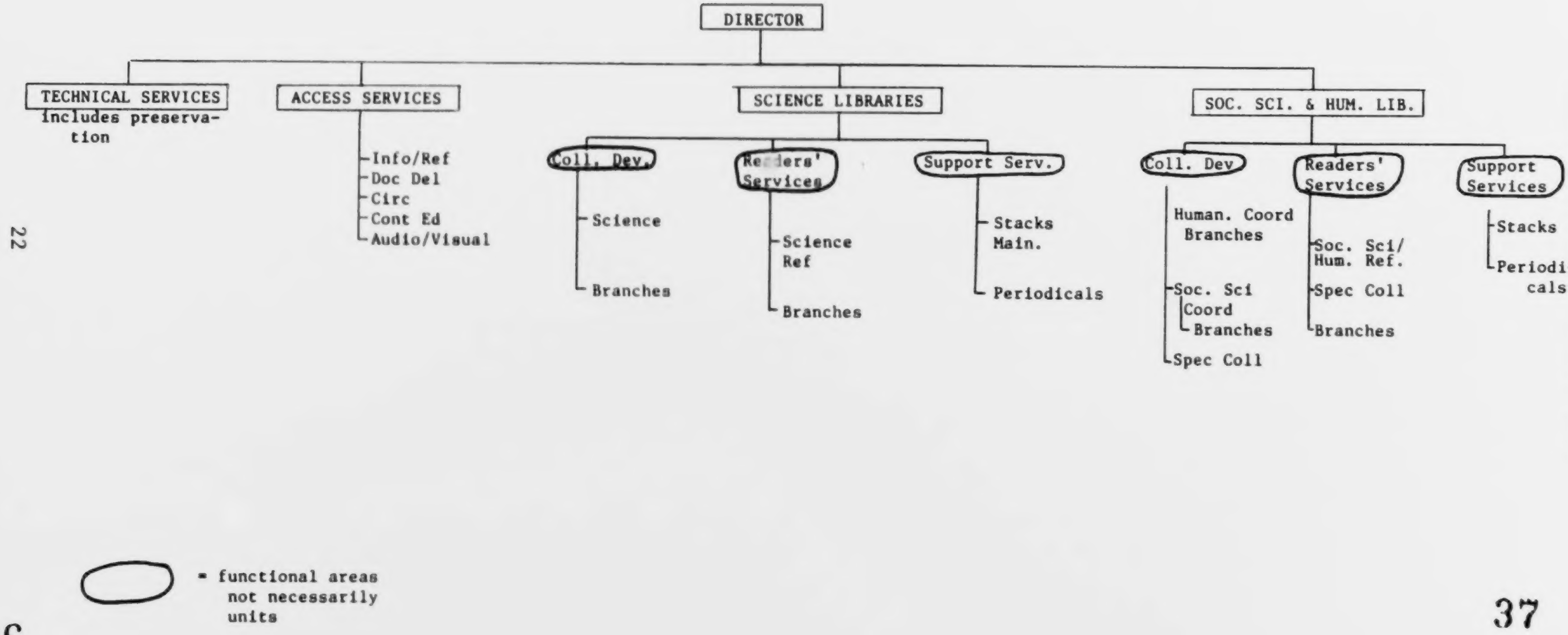

DIRECTOR
Technical Services
Readers' Services
Science Libraries
Resource Development *Chief Bibliographer
Info/Ref
Circ
A/V
Doc. Del.
Documents
Soc. Sci/ Hum. Ref.
Science (Ref. & Coll. Dev.
Science Branches
Spec Coll
Soc Sci C. D.
Hum. C.D.
Branches Sp. Serv.
Hum. Bibl.
Hum. Branches
Soc Sci Bibl.
Soc Sci Branches

MICHIGAN STATE UNIVERSITY 8/86

MICHIGAN STATE UNIVERSITY LIBRARIES

NEW ORGANIZATIONAL CHART

(Sept. 1986)


DIRECTOR
TECHNICAL SERVICES
includes preservation
ACCESS SERVICES
Info/Ref
Doc Del
Circ
Cont Ed
Audio/Visual
SCIENCE LIBRARIES
Coll. Dev.
Science
Branches
Readers' Services
Science Ref
Branches
Support Serv.
Stacks Main.
Periodicals
SOC. SCI. & HUM. LIB.
Coll. Dev
Human. Coord Branches
Soc. Sci Coord
Branches
Spec Coll
Readers' Services
Soc. Sci/ Hum. Ref.
Spec Coll
Branches
Support Services
Stacks
Periodicals
= functional areas not necessarily units

MICHIGAN STATE UNIVERSITY 9/86

NORTH CAROLINA STATE UNIVERSITY

COLLECTION DEVELOPMENT NARRATIVE

The Head of the Collection Development/Acquisitions Department at North Carolina State University serves as the chief collection development officer. Collection development is the joint responsibility of the faculty and the library staff. A library committee in each department provides liaison between the library and the department and serves as a conduit for requests from the faculty for library materials. The Head of Collection Development/Acquisitions and the Assistant Director for Technical services coordinate the work of the library committees and the library staff and attempt to assure no important or relevant monographs needed for the collection are missed. In addition, there is a selection committee for expensive items and serials. Requests are submitted by faculty for serials and the Assistant Head of Collection Development/Acquisitions coordinates the work and attempts to assure no important or relevant serials needed for the collection are missed.

The Librarian for each of the five branch libraries at North Carolina State University select monographs and serials for their collections; but because serials represent a continuing expense the serial titles selected are reviewed by the serials selection committee (called Collection Development Policy and Selection Committee).

At this time North Carolina State University has no bibliographers in Collection Management. The Head of Collection Development/Acquisitions has begun to involve members of the Reference Department with selection on a formal basis. Reference staff members have always suggested titles to be added to the collection, but Reference personnel now select using Library of Congress Alert Service Cards. The new Head of Reference and the Collection Development/Acquisitions Head hope to arrange for a coordinated model where selected members of the Reference Department will spend a portion of their time on a regular basis for selection activities. There are certain objectional features to such an arrangement when reference duties become heavy and the collection development work must continue uninterrupted. If a model can be devised that works, however, it should have excellent results. This does not obviate the need of several bibliographers with subject expertise in the sciences, engineering and technology--bibliographers dedicated to collection management as a first duty who would also spend a portion of their time with bibliographic instruction and database searching for users.

QUEEN'S UNIVERSITY
COLLECTION DEVELOPMENT NARRATIVE

7/86

At Queen's, there has been no separate department for collection development. The Library's role in collection development, management and assessment has been pervasive and complex, and has involved staff in most areas of the library system.

The Acquisitions Librarian has been responsible for the co-ordination of collection development, management and assessment, and the chairing of the Collections Committee. Collection policy statements are drawn up by faculty departments according to a format and definition of levels established by the Library and approved by the University. We use the "Stanford format". They are then reviewed by the Acquisitions Librarian. Significant changes are taken to the Collections Committee for review.

Acquisitions funds are allocated to the Library by the University based on Library proposals for annual increases. Traditionally, the University has been very supportive of the acquisitions budget. The Library then allocates these funds for purchases by department and by format of material -- health sciences, education, law, documents, and each of the departments in humanities, social sciences, pure and applied science, etc. has its own allocation for books and journals. In addition, there are general allocations for approval plans, reference and interdisciplinary materials, etc. These allocations are normally drawn up by the Acquisitions Librarian for review and approval by the Chief Librarian.

The Acquisitions Librarian reviews incoming requests for library materials to ensure that they fit collection policy and can be covered by the appropriate allocation, solving problems in consultation with faculty as they arise and with the Collections Committee or the Chief Librarian if necessary.

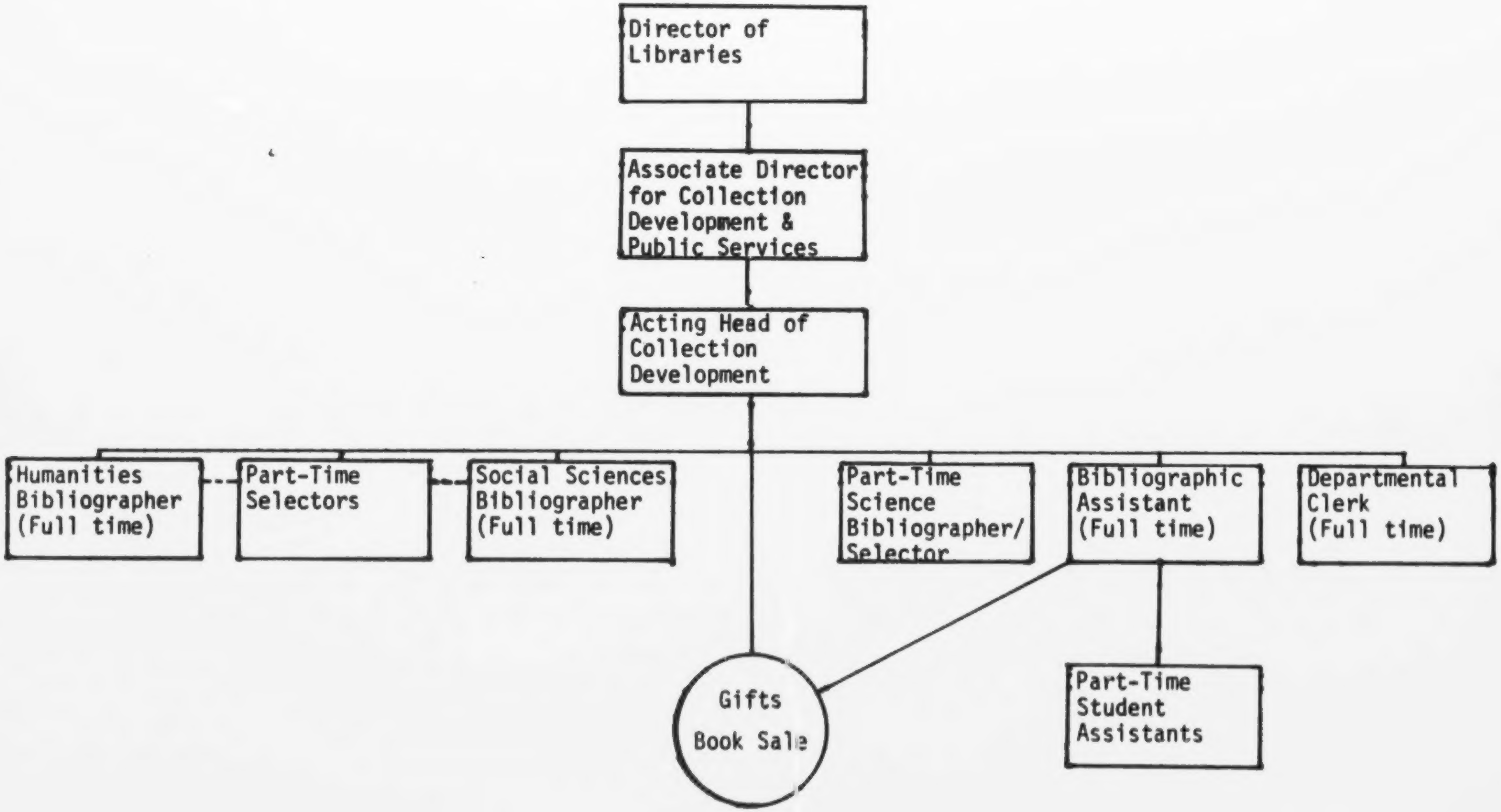
The bulk of requests for library materials come from faculty involved in teaching and research and via a departmental library representative. However, selection for health sciences, education, law, documents, special collections, reference tools including bibliographies, and some specific subjects (e.g.: mining, civil engineering) is mostly done by librarians in those areas. The Order Librarian has a special responsibility for the monitoring and maintenance of the approval plans. The Serials Librarian has a special responsibility for the continuous review of serials subscriptions and standing orders with the cancellation of appropriate titles and the addition of appropriate new ones. All librarians have been encouraged to request material to fill perceived gaps in areas covered by our collection policy or in new areas we sense the University will be involved in soon.

The advantage of the Queen's system has always been the active participation of the faculty in all matters relating to collection development. Consultation between faculty and librarians is on a day-to-day basis. This has ensured a close match between what is collected and the teaching and research in progress. Owing to the increased pressure on faculty in these times of tight budgets and staff shortages, we are adding a new Collection-Development Librarian position to Acquisitions this year. It is hoped that the person in this position will be able to assist faculty in several areas with the time-consuming task of selecting new material.

The Collections Committee is comprised of the heads of the various library units (circulation, documents, acquisitions, cataloguing, reference, branch and faculty libraries). Its role is to discuss and resolve difficult policy issues, or to recommend action to the Chief Librarian if appropriate.

ORGANIZATION CHART

COLLECTION DEVELOPMENT DEPARTMENT


Director of Libraries
Associate Director for Collection Development & Public Services
Acting Head of Collection Development
Humanities Bibliographer (Full time)
Part-Time Selectors
Social Sciences Bibliographer (Full time)
Part-Time Science Bibliographer/ Selector
Bibliographic Assistant (Full time)
Departmental Clerk (Full time)
Gifts
Book Sale
Part-Time Student Assistants

Temple University
Central Library System
9//86

TEMPLE UNIVERSITY

DRAFT
11/85

Organization of Collection Development

The department will consist of two full-time bibliographers (for the social sciences, and humanities) working with the head of collection development and with subject selectors (and possibly some subject consultants). The question of whether or not to add a full-time bibliographer for the sciences will be considered when there has been time to see how well science collection development responsibilities are met after the new position of assistant librarian for the Engineering-Science Libraries is filled.

The Bibliographers responsibilities would include:

1) Coordinating the work of the selectors in their areas.
2) Reviewing their selections in order to have an idea of what is being added to the collections, rather than to approve or disapprove of the items selected. (Only for new selectors would the bibliographers be expected to need to pass judgment on the material that had been selected.)
3) Actually selecting in their own special area
4) Filling in for absent selectors or when selectors positions were vacant.
5) Overall knowledge of the collection in their areas.
6) Overall faculty liaison, especially with new faculty.
7) Handling with some consultation with selectors:
    a) Gifts.
    b) Weeding.
    c) Rebinds, mends, withdrawal of worn items.
    d) "Replacement recommended."
    e) RLG Conspectus.
    f) RLG or NACIP Verification Studies.
    g) Collection evaluations for academic programs.
8) Working with the head of collection developmemt and the collection developlent committee on:
    a) Collection development policy.
    b) Approval plan profiles.
    c) Materials budget allocations.

The Subject Selectors responsibilities would include:

1) Reviewing books received in approval shipments.
2) Selecting materials from approval forms and from reviews within the limits of allocated discretionary funds.
3) Developing faculty contacts independently and as referred by bibliographers.
4) Working or consulting with bibliographers as necessary on gifts, weeding, rebinds, replacements, etc.

(In general, selectors who were shared between Reference and Collection Development would spend about 7 hours per week on their collection development work, with some working as little as 3.5 hours per week and some as much as 10.)

A Consultant would serve as a faculty liaison in his/her subject area and/or as an expert in the field making suggestions as to what might be added to the collection, but would not have assigned hours for collection development or an allocation of discretionary funds.

DRAFT

Collection Development Committee

Members: **Head of Collection Development (Chair); Bibliographers for Humanities and Social Sciences; one elected/ appointed (Paley) Selector; Head of Special Collections; Head of Reference and Information Services; one representative from the Branches; Head of Engineering/ Science Libraries; others? Associate Director for Collection Development and Public Services?**

Charge: **To advise the Head of Collection Development on Collection Development Policies for the Temple University Libraries including those relating to:**

1. **Materials selection.**
2. **Gifts.**
3. **Duplication of materials.**
4. **Materials in non-traditional formats.**
5.
6.
7.

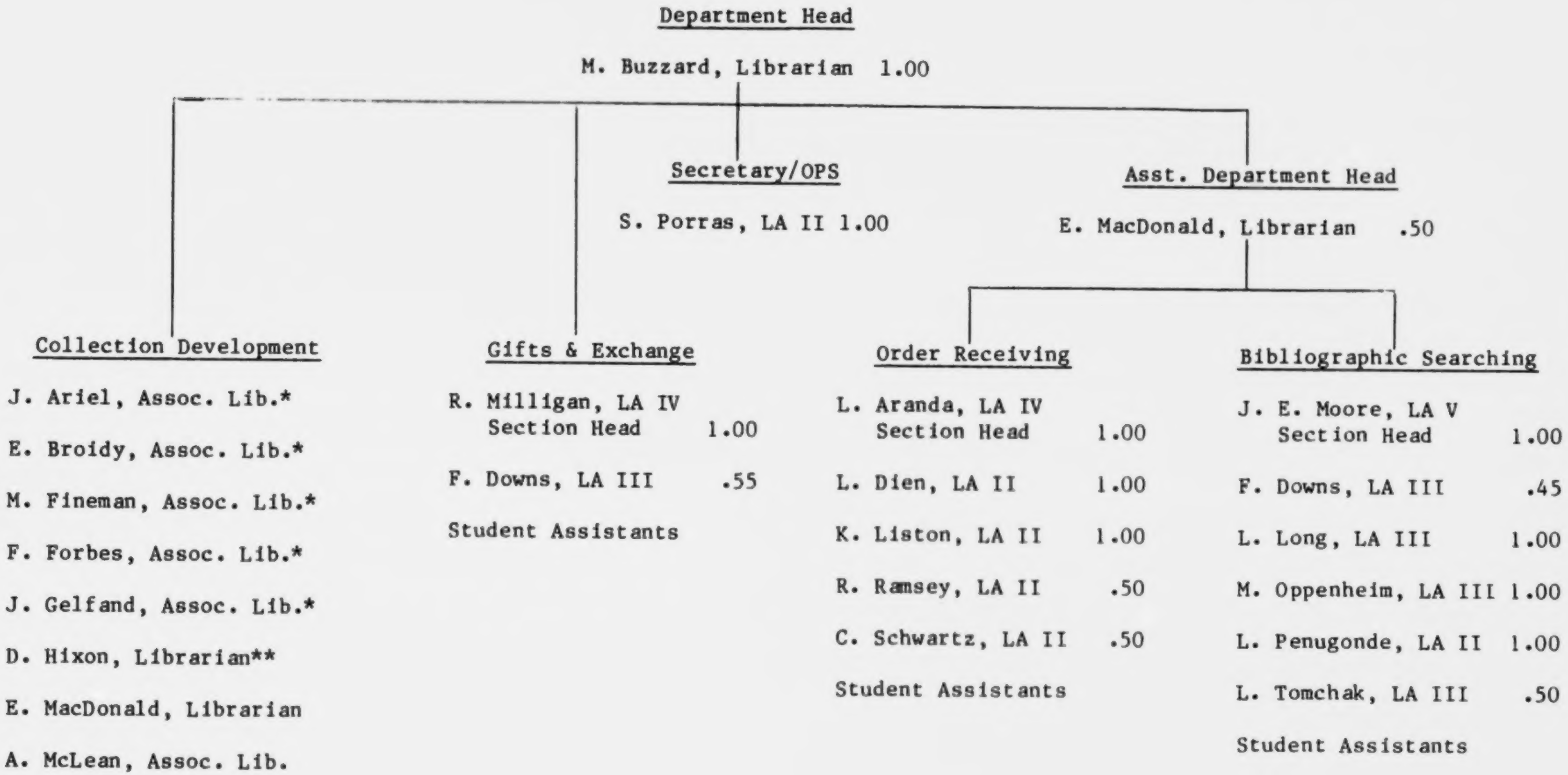
and on other relevant matters including:

1. **Materials budget allocations.**
2. **Organization of Collection Development efforts.**
3. **Assessment of Temple Collections.**
4.
5.
6.

and on Collection Development aspects of:

1. **Establishment/retention of discrete collections.**
2. **Space priorities.**
3. **Materials processing priorities.**
4. **Preservation.**
5. **Relations with networks and cooperatives.**
6.
7.
8.

ORGANIZATION CHART FOR COLLECTION DEVELOPMENT AND ACQUISITIONS DEPARTMENT



Department Head

M. Buzzard, Librarian 1.00

Secretary/OPS

S. Porras, LA II 1.00

Asst. Department Head

E. MacDonald, Librarian .50

Collection Development

J. Ariel, Assoc. Lib.*
E. Broidy, Assoc. Lib.*
M. Fineman, Assoc. Lib.*
F. Forbes, Assoc. Lib.*
J. Gelfand, Assoc. Lib.*
D. Hixon, Librarian**
E. MacDonald, Librarian
A. McLean, Assoc. Lib.
E. Yeghiayan, Assoc. Lib.
Engineering Librarian*
Social Sciences Librarian*

Gifts & Exchange

R. Milligan, LA IV Section Head	1.00
F. Downs, LA III	.55
Student Assistants	

Order Receiving

L. Aranda, LA IV Section Head	1.00
L. Dien, LA II	1.00
K. Liston, LA II	1.00
R. Ramsey, LA II	.50
C. Schwartz, LA II	.50
Student Assistants	

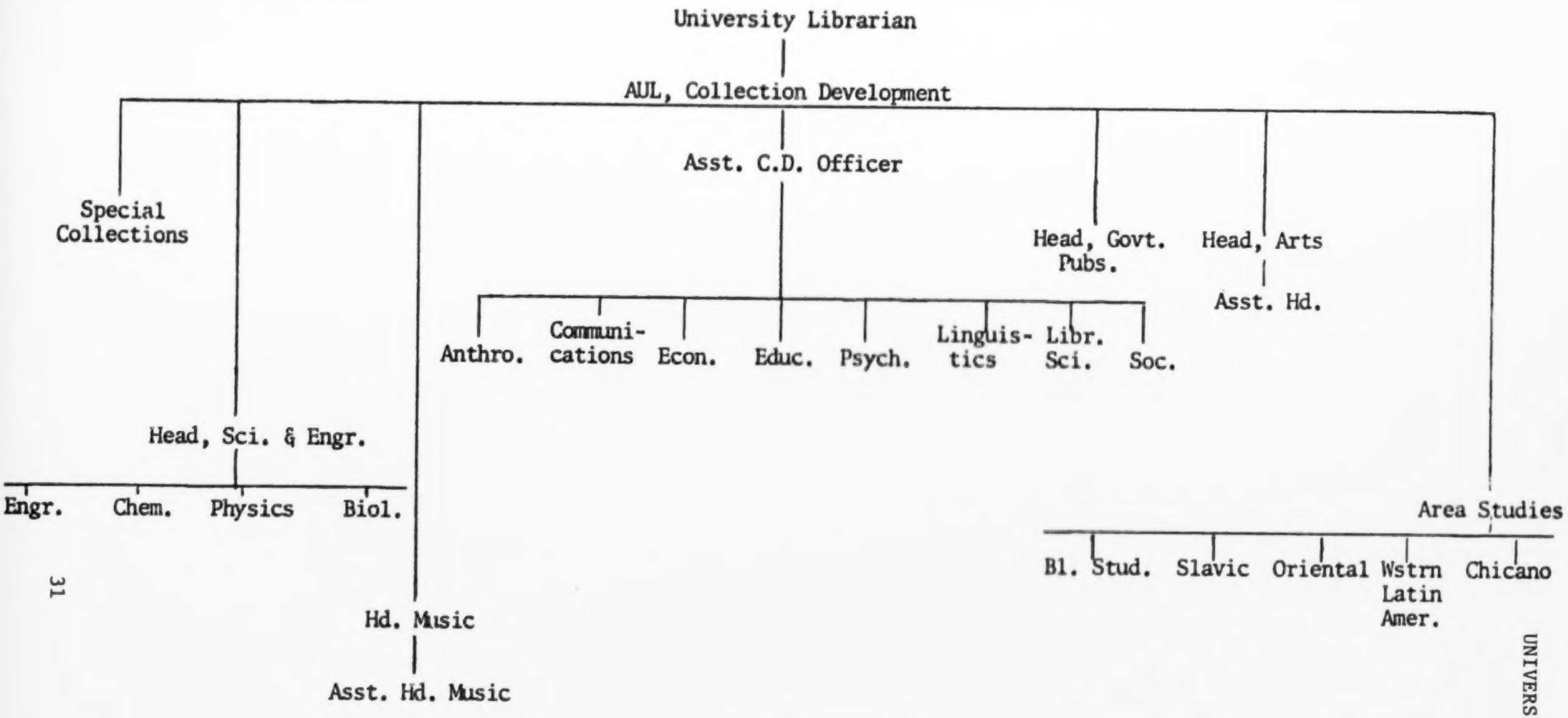
Bibliographic Searching

J. E. Moore, LA V Section Head	1.00
F. Downs, LA III	.45
L. Long, LA III	1.00
M. Oppenheim, LA III	1.00
L. Penugonde, LA II	1.00
L. Tomchak, LA III	.50
Student Assistants	

August 1, 1985

* The primary assignment is in the Reference Department.
** Half-time assignment in the Catalog Department

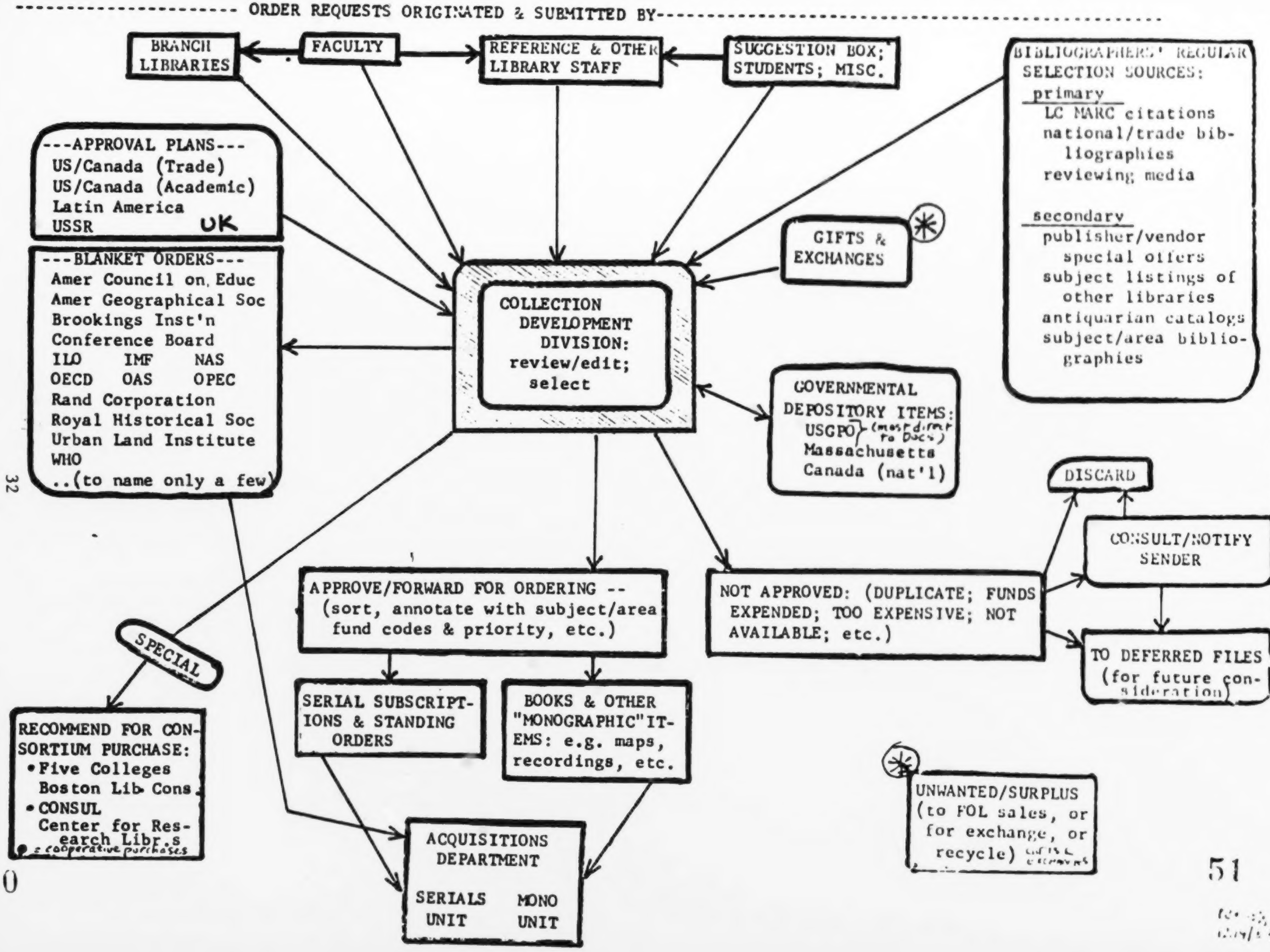
ATTACHMENT #1


University Librarian
AUL, Collection Development
Asst. C.D. Officer
Special Collections
Head, Govt. Pubs.
Head, Arts
Asst. Hd.
Anthro.
Communications
Econ.
Educ.
Psych.
Linguistics
Libr. Sci.
Soc.
Head, Sci. & Engr.
Engr.
Chem.
Physics
Biol.
Area Studies
Bl. Stud.
Slavic
Oriental
Wstrn Latin Amer.
Chicano
Hd. Music
Asst. Hd. Music

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

7/86

DIAGRAM: ORGANIZATION OF THE PROCESS OF SELECTING MATERIAL FOR ACQUISITION IN LIBRARY, UMASS/AMHERST


ORDER REQUESTS ORIGINATED & SUBMITTED BY
BRANCH LIBRARIES
FACULTY
REFERENCE & OTHER LIBRARY STAFF
SUGGESTION BOX; STUDENTS; MISC.
BIBLIOGRAPHERS' REGULAR SELECTION SOURCES:
primary
LC MARC citations
national/trade bibliographies
reviewing media
secondary
publisher/vendor special offers
subject listings of other libraries
antiquarian catalogs
subject/area bibliographies
---APPROVAL PLANS---
US/Canada (Trade)
US/Canada (Academic)
Latin America
USSR
UK
---BLANKET ORDERS---
Amer Council on Educ
Amer Geographical Soc
Brookings Inst'n
Conference Board
ILO IMF NAS
OECD OAS OPEC
Rand Corporation
Royal Historical Soc
Urban Land Institute
WHO
..(to name only a few)
GIFTS & EXCHANGES
*
COLLECTION DEVELOPMENT DIVISION: review/edit; select
GOVERNMENTAL DEPOSITORY ITEMS:
USGPO (most direct to Docs)
Massachusetts
Canada (nat'l)
DISCARD
CONSULT/NOTIFY SENDER
SPECIAL
APPROVE/FORWARD FOR ORDERING -- (sort, annotate with subject/area fund codes & priority, etc.)
NOT APPROVED: (DUPLICATE; FUNDS EXPENDED; TOO EXPENSIVE; NOT AVAILABLE; etc.)
TO DEFERRED FILES (for future consideration)
SERIAL SUBSCRIPTIONS & STANDING ORDERS
BOOKS & OTHER "MONOGRAPHIC" ITEMS: e.g. maps, recordings, etc.
RECOMMEND FOR CONSORTIUM PURCHASE:
• Five Colleges
Boston Lib Cons.
• CONSUL
Center for Research Libr.s
• = cooperative purchases
ACQUISITIONS DEPARTMENT
SERIALS UNIT
MONO UNIT
*
UNWANTED/SURPLUS (to FOL sales, or for exchange, or recycle)
[illegible]

UNIVERSITY OF MASSACHUSETTS

[illegible]

OMS

System and Procedures Exchange Center

Vacancy Announcements and Position Descriptions

Collection Development Division (cont.)

b) Responsibilities

1. Associate University Librarian for Collection Development

Purpose and Scope

The Associate University Librarian for Collection Development reports to the University Librarian and is responsible for the leadership and management of all collection development activities. The administrator is responsible for the creation and implementation of all collection development policies. The policies set the direction for the expenditure of a $3+ million materials budget. S/he contributes actively to the management of the University Libraries.

Specific Responsibilities

--Provides leadership for the entire collection development division.

--Supervises, evaluates, and conducts other required personnel matters for the humanities, science/engineering, and social science coordinators. Chairs Selection Advisory Committees for all vacant coordinator positions.

--Writes annual supplementary evaluations for all librarians engaged in collection development. This responsibility may be delegated to appropriate coordinators.

--Supervises, evaluates, and conducts other required personnel matters for the classified staff in the division. This responsibility may be delegated as appropriate.

--Coordinates the creation and implementation of all collection development policies throughout the Libraries.

--Chairs the Libraries' Collection Development Council.

--Develops, implements, and evaluates policies for the materials budget in consultation with appropriate Technical Services personnel.

--Provides direction and instruments for collection assessments.

--Ensures that materials vendors are responsive to the collection and selector needs; develops and oversees blanket and approval plans.

--Provides leadership in identifying and acquiring major research collections.

Associate University Librarian for Collection Development (cont.)

--Initiates cooperative collection development endeavors among the three university libraries in Arizona.

--Represents the University Librarian on and off campus in the interpretation of the strengths and special needs of the collections.

--Communicates and coordinates with appropriate Technical Services personnel to facilitate effective working relationships.

--Works with the appropriate Associate/Assistant University Librarian(s) in automation, budgeting, personnel. public services, and technical services to fulfill the goals and objectives of collection development.

--Employs all components of POSDCORB in the administration of collection development.

--Participates in the Libraries' Affirmative Action/Equal Employment Opportunity planning.

--Serves on the University Librarian's Executive Council and Administrative Council; participates in overall library planning and policy formulation.

--Performs other appropriate duties as assigned by the University Librarian.

2. **Collection Development Coordinator**

Purpose and Scope

Reports to the Associate University Librarian for Collection Development. Position is responsible for the development and implementation of the Collection Development and Management Program.

Specific Responsibilities

Acts as a major contributor to the production and updating of the Libraries' Collection Development Policy Statement (i.e., the document which describes all policies regarding the selection, location and preservation of library materials). Is responsible for developing and implementing the collection development subject profile in his/her broad area of expertise.

Collection Development Coordinator (cont.)

Facilitates an understanding of collection development priorities and objectives among staff and faculty, and interprets policy:

--Works with subject specialists individually or in groups, orienting and advising them on collection development policies and procedures. When needed, provides guidance and coordinates staff support for such special projects as the development of collection guidelines, assessments, circulation studies, weeding projects, etc.

--Participates in both technical service and public service policy making decisions, serving as an advisor on collection development, management and preservation issues, either on a person to person basis or through appropriate task forces or committees.

--Coordinates collection development activities with other units in the library.

--Serves as a liaison with faculty on interdepartmental and/or broad interdisciplinary issues.

Maintains in-depth knowledge of collection development activities in his/her area of expertise:

--Coordinates the review and evaluation of domestic and foreign approval plans and blanket orders. Assists subject specialists in interpreting profiles and procedures. Serves as a contact with dealers in bringing about profile changes. Acts as an advisor in initiating new automatic acquisition plans when needed.

--Evaluates firm orders for monographs at time of ordering as well as upon receipt and coordinates referral for interdisciplinary material. Reviews requests for periodicals, serials, and expensive items, conferring with the Associate University Librarian, Collection Development and other coordinators in establishing purchasing priorities.

--Reviews damaged and missing books, and makes appropriate recommendations for treatment. Coordinates the review of gifts and the acquisition of added copies.

Produces statistical and other management reports and prepares recommendations for improving the Libraries' performance in collection development matters. Develops operational procedures for collection development services and functions.

Collection Development Coordinator (cont.)

Participates in the personnel administration of the Collection Development Program. Makes recommendations to the Associate University Librarian, Collection Development regarding subject specialist assignments, assists in reviewing assignments prior to the recruitment of new subject specialists. Advises the Associate University Librarian for Collection Development on subject specialists' performance.

May carry out individual subject specialist activities in specific areas, and other specific collection shaping responsibilities as assigned.

3. Subject/Area Specialists in Collection Development

Purpose and Scope

Subject/Area Specialists are responsible for developing and maintaining familiarity with all the short and long range needs of the department(s) they represent, insofar as they concern library support. These needs are evaluated in the context of library policies and objectives, as well as current priorities, and are integrated into them when appropriate. Subject/Area Specialists are also responsible for the evaluation of the Library's effectiveness in this context.

The needs of the department are roughly translated into LC classes in the Collection Development Policy Statement, thus becoming the definition of the specialist's collection development assignment. When areas of interdisciplinary interests are identified in a particular department, the responsibility for collection shaping in those areas may logically fall into another specialist's assignment, called primary selector and is discussed below.

Responsibilities

Collection Shaping:

Primary Selectors are responsible for the execution of all activities described below, in assigned areas:

Collection Development Policy Statement:

--define LC class most appropriate and descriptive of the curriculum and research needs in assigned department(s) or center;
--define levels of collecting intensity in LC classes assigned.

Select and request current and retrospective library materials for the general and reference. branch or special collections.

Subject/Area Specialists in Collection Development (cont.)

Evaluate the effectiveness of the collection as well as its quality and relevance:

--conduct formal and informal assessments;
--prepare reports for internal use, University departments, or outside agencies such as accreditation bodies.

Monitor the condition of the collection by deciding location, transfer, repair, replacement, weeding, or adding copies of library materials.

Review incoming gift material for possible addition to the collection.

Keep abreast of resource-sharing agreements in state, region, and nation. Initiate recommendations for additions or changes.

Interdisciplinary Selectors. When areas of interdisciplinary interests are identified in a particular department in the process of writing or updating the Collection Development Policy Statement, the responsibility of collection shaping may logically fall into another specialist's assignment. This person is called the primary selector. The specialist who is assigned that academic department is the contact person in the liaison function, but the collection-shaping responsibilities fall upon the primary selector.

Responsibilities of interdisciplinary selectors:

--Keeps abreast of the library service needs of the academic departments assigned;
--Communicate the information to primary selectors and other library colleagues;
--Assist primary selectors in collection-shaping activities as appropriate.

Liaison Function:

All specialists, whether primary or interdisciplinary selectors, are responsible for maintaining close contact with the assigned department(s) or center. Insofar as their needs are relevant to library service, the specialist is expected to communicate them to appropriate colleagues.

Contact may be through formal or informal means with the faculty library representative, a departmental library committee, participation in meetings, or personal contact with students, staff, and faculty in a variety of library or university settings.

The principle of liaison is to promote communication between academic units and departments and the library.

UNIVERSITY OF CALIFORNIA
Davis, California
8/86

UNIVERSITY OF CALIFORNIA
DAVIS
COLL. MGT. OFF.

ANNOUNCEMENT OF VACANCY

POSITION AVAILABLE: Assistant University Librarian for Collections

SALARY RANGE: $38,606 to $61,358, based on qualifications and experience.

OPEN: Immediately.

RESPONSIBILITIES: This is an upper-level administrative position which reports directly to the University Librarian and serves as part of her senior management team. Has primary responsibility for planning and carrying out effective development of the Library's collections in support of the University's programs and research. Manages and allocates resources budget of $2.7 million. Oversees the collection development activities of 35 librarians, whose selection responsibilities range from 10% to 80%. Designs programs to enhance selectors' skills. Prepares selector evaluations in conjunction with primary supervisors. Develops policies relating to the scope, use and management of the collection. Provides direction regarding the storage, weeding and conservation of the collection. Promotes use of the collections by scholars. Assists with special projects and program proposals for the Library. Develops and conducts assessment studies. Represents the Library in system and national collection development forums. Supervises directly the heads of the Collection Management Office, Conservation and Preservation and Book Fund Accounting.

QUALIFICATIONS: A graduate degree in library science from an ALA-accredited institution or its equivalent. Collection development experience, preferably at least five years, in a research library. Evidence of previous record of successful experience in the following: management, grant proposal development, interaction with donors and friends groups, and promotion of the collection. Demonstrated understanding of bibliographic sources and processes and scholarly use of of the collections. Evidence of ability to lead, coordinate and motivate professional associates within a collegial framework. Excellent writing, speaking and interpersonal skills required.

THE ENVIRONMENT: The University of California, Davis campus has an enrollment of 20,000 students and offers a balanced academic program. The Library ranks among the top 25 research libraries in North America. Its current holdings of more than 2,000,000 volumes grow at an annual rate of 80,000 volumes. Davis is a pleasant, environmentally aware community of 39,000 located in the lower Sacramento valley - 75 miles northeast of San Francisco and 15 miles west of the state capitol. As a result of the University's presence, Davis offers many cultural advantages and a wide range of professional services.

BENEFITS: Librarians are academic appointees. They earn 24 days of vacation and 12 days of sick leave per annum. The University has an excellent retirement system which is coordinated with Social Security. Several health and dental plans are provided by the University. Group term life insurance and reduced enrollment fees are available.

Applicants should send letter, resume and the names and telephone numbers of four references by   to:

Jane E. Marshall, Assistant University Librarian
108 Shields Library
University of California
Davis, CA 95616

Telephone: (916) 752-2110

THE UNIVERSITY OF CALIFORNIA, DAVIS IS COMMITTED TO A POLICY OF AFFIRMATIVE ACTION AND SPECIFICALLY INVITES INQUIRIES AND APPLICATIONS FROM WOMEN AND ETHNIC MINORITIES.

PLEASE POST April 17, 1985

UNIVERSITY OF SOUTHERN CALIFORNIA

Assistant/Associate University Librarian for Collection Development and Special Programs

Responsible to:

Reports to the Deputy University Librarian. Incumbent participates in the general library administrative process, including policy and planning, budget and resource allocation, organization and communication, staff development and personnel decisions.

Specific Responsibilities:

1. Serves as the library administrative officer with major line responsibility and authority for the building and shaping of the University Library's collections. Maintains close contact with all library bibliographers, appropriate students and faculty and others assigned to the selection and acquisition of materials.

2. Recommends, allocates, and monitors the budget for the purchase of library materials, in consultation with the library's bibliographers, the Deputy University Librarian, and the University Librarian.

3. Responsible for the on-going development of a library-wide collection development policy, in coordination with the library's bibliographers. Directly related to this is responsibility for planning and implementing all necessary collection evaluation and analysis studies, including but not limited to the Research Library Group's 'Conspectus' program.

4. Maintains close liaison with other collection development officers, locally, regionally, and within the structure of the Research Libraries Group, as well as within other relevant professional groupings.

5. Reviews and recommends staff assignments for collection development in specific subject areas. Library faculty in all library departments report to this position in matters directly relating to collection development (book selection, general collection policies, gifts and exchanges policy, etc.)

6. Recommends and coordinates policies relating to the weeding, discarding, and storaging of library materials. Acts as final authority on the discard of library materials in instances of doubt or disagreement among subordinate staff.

7. Assists in the development of priorities for acquisition of large sets or separate collections, either by purchase or gift.

8. In cooperation with the appropriate Public Services librarians, coordinates and facilitates the preparation and dissemination of appropriate staff and user access guides to the library's major collections.

9. Library's publications program and other such duties as may be assigned by the University Librarian.

10. This position exercises direct line supervision of the heads of each of the following library units: Latin American and Iberian Collection; American Literature Collection; University Archives; Political Papers; and Rare Books.

Qualitications

1. An MLS from an ALA accredited library school plus a second Master's degree in a subject discipline.

2. Knowledge of or experience in academic libraries and the research environment in major universities is required. At least five years of administrative experience at the level of department or branch head or higher in a major academic library.

3. Candidate should have substantial collection development experience in academic libraries and possess a keen appreciation of books and learning.

4. Demonstrated capacity to work effectively and collegially with library and faculty colleagues is required.

5. Evidence of the ability to communicate well and effectively, both orally and in writing is required. Working knowledge of foreign language materials required.

Background:

The USC Library, a major research library in process of expansion of staff and collections, with a collection of 2.3 million volumes, is currently in a major fund raising program for improvement of collections, physical facilities and innovative automation programs. The library is a member of the Association of Research Libraries and the Research Libraries Group. The library has an automated circulation system and is in the process of implementing automated acquisitions and an on-line catalog.

The University of Manitoba Libraries

Job Description

Position Incumbent:

Department: Collection Development

Position Title: Collection Development Coordinator

Section A - Character of the Job

The incumbent is responsible to the Associate Director for the overall coordination of the libraries' collections. The position consists of six areas of responsibility:

1. Evaluation and guidance of the development of the collections.
2. Advising and consulting with all staff who have collection development responsibilities. Except for the Director, the incumbent has final selection responsibility for all library collections.
3. Speaking on behalf of the Libraries as regards collections.
4. Advising the Library Administration on acquisitions allocations.
5. Developing grant requests.
6. Supervising a staff that is responsible for collections work including searching, evaluation, special projects and all other matters relating to collections.

Section B - Supervision Exercised

The incumbent directly supervises two librarians. One serves as a librarian assistant to the Coordinator for Collection Development, the other is a Special Projects Librarian who is responsible for organizing and completing projects of a special nature (i.e. evaluation of collections, cataloguing of distinct collections, weeding and inventory projects, etc.) Clerical staff are also supervised by the incumbent depending on the workload and the projects.

Section C - Duties and Responsibilities

1. To be responsible to the Associate Director for the operation of the Collection Development Department and to serve as the overall collections coordinator. The incumbent is responsible for:

   a. Recommending on staff appointments, promotions, transfers, terminations and conducting evaluations of staff reporting directly to the Coordinator.
   b. Recommending on staff appointment, promotions, transfers, terminations, and conducting evaluations on staff that are responsible for acquisitions budgets in coordination with the appropriate supervisors.
   c. Advising and consulting with all staff who have collection development responsibilities. This can take the form of workshops, direct contact with new staff, meetings, etc.
   d. Supervision of Collection Development staff including final decision on staff matters.

In addition, the Coordinator is expected to assemble statistical report information for the Library Administration, to maintain regular unit records and to perform such administrative duties as are necessary to the good order, services and management of the Libraries.

2. To advise and consult with the Associate Director and the Director on the formulation of overall priorities, policies, and the allocation of resources for library collections and to execute these policies as they relate to collection development.

3. To develop and maintain an understanding of the research and teaching needs and programmes of the University and on a basis of that understanding submit regularly as required outlines of plans and programmes for future development in collections.

4. To develop grant request applications to strengthen and build collections. Ensure that grants made to university libraries are expended in accordance with the terms of the grants. Act as a liaison with the University Provost for Research Administration in all grant applications. Work with faculties and departments in developing grant plans.

5. Advise and make recommendations to the Library Administration on the overall development, coordination and rationalization of the University Libraries' collections.

6. Consult, advise and cooperate with faculties and committees on matters of collection development and evaluation and in regard to book selection programmes and procedures. Serve as a member of the Senate Library Committee. Speak for the Libraries as regards collections. Serve on other committees as necessary.

7. Serve as the final authority, with the exception of the Director, for purchase and discard of all library materials. Handle gifts and discretionary funds as necessary.

Percentages:

Development, coordination, training, rationalization of collections, including collection evaluation, grant writing and problem solving and cooperation with others in planning and procedures	78%
Planning and organizing new or revised policies and procedures, report writing	20%
Supervision of staff, evaluations, etc.	2%

Section D - Contacts and Relationships

Regular contact with the Associate Director and the Library Administration on policies and procedures relating to the library collections. This is in the form of regular administrative meetings and direct meetings with the Associate Director. Frequent contact with all staff who have acquisitions responsibilities. Regular contact with faculty, in committee work and individually. Occasional contact with all others on matters that pertain to collections.

Section E - Difficulty

Policies governing the overall development of the Libraries' collections are established by Library Administration, although the incumbent, through recommendations, contributes to the formulation of these policies. Good judgment, skill and resourcefulness are required in interpretation and implementation of library policies and procedures concerning the Libraries' collections in order to cooperate effectively with Library Administration, library unit heads and faculty members. The incumbent is expected to have knowledge of the educational and research programmes and initiatives of the University's faculties and schools. Under the policies established by Library Administration, the incumbent works independently, within the areas of responsibility, in setting work goals and methods of accomplishment.

Section F - Qualifications Required

1. Degree from an accredited library school.
2. Administrative experience.
3. An advanced degree in a subject specialization is highly desirable and has priority over secondary professional certification except where such certifications are evidential of advanced educational achievements in a major field of knowledge.
4. Practical ability in at least one language other than English.
5. At least four years of progressively advanced relevant experience gained through:
    a. Prior experience on a professional level in acquisitions work, although attributory experience in cataloguing or in reference work of a specialized orientation, or in collection development responsibility as head of another library may be accepted upon assessment.
    b. Experience in an academic institution sufficient to enable the incumbent to appreciate the library system's collection requirements for the educational and research programmes of the University's faculties and schools.
6. Personal qualifications of technical knowledge, judgment, initiative and resourcefulness in the supervision of personnel and the guidance of their learning and development.
7. A demonstrable personal interest in general bibliography as a discrete field of expertise.

Signed by ______________________ Sept. 22, 1981

Position Incumbent Date

Approved by ______________________ ______________ Sept. 11, 1981

Director Date

MICHIGAN STATE UNIVERSITY

LIBRARIES

EAST LANSING • MICHIGAN • 48824-1048

TITLE: Coordinator of collections, Science Libraries,
Librarian IV 8/27/86

DESCRIPTION: Reporting to the head of the Science Libraries, this librarian is responsible for coordinating the collection development activities of the Science Library and ten departmental branch libraries. Monitors approval plans and retrospective and current in-print collection development for both serials and monographs. Coordinates writing of and maintaining current collection development policies in conjunction with the North American Collection Inventory Project. Coordinates policies relating to scope, use and management of the collection. Designs programs to enhance selectors skills. Develops and conducts assessment studies. Works cooperatively with coordinators for the Social Sciences and Humanities. Acts as liaison with faculty and constituent groups. Some reference work, database searching and appropriate selection responsibilities included.

QUALIFICATIONS: Required: MLS from an ALA accredited institution; 7 years of progressively responsible and successful professional experience in an academic research library or other appropriate organization; ability to communicate effectively both orally and in writing; ability to work cooperatively with faculty, staff and students at all levels of the university; extensive collection development experience; demonstrated understanding of bibliographic sources, processes and scholarly use of the collection in a large university setting. Evidence of ability to lead, coordinate and motivate professional associates; subject background in the sciences or experience in science libraries. Preferred: graduate degree in a science subject; supervisory experience; reference experience in the sciences including database searching; publications and/or professional association activities.

SALARY: $30,000 - $35,000 dependent on qualifications.

CLOSING DATE: The position will remain open until it is filled, but applications received prior to ____________ will receive first consideration.

Interested individuals should send resumes including names and addresses of three references to:

Carole S. Armstrong
Head, Science Libraries
Michigan State University

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

Date: 17 November 1986

BRIGHAM YOUNG UNIVERSITY
HAROLD B. LEE LIBRARY
JOB DESCRIPTION

GENERAL INFORMATION

Your Name:

Position Title: **Subject Specialist**

Faculty Rank:

Department:

Division: **Collection Development Division**

Title of person to whom you report directly: **Assistant University Librarian for Collection Development**

JOB MISSION

The mission of the subject specialist is to develop collections for the library in specific subject areas, to provide reference and advanced research assistance, bibliographic instruction, and faculty liaison in their areas of expertise, and to participate in research, publication, and other professional development activities.

QUALIFICATIONS

1. MLS from an ALA accredited library school.
2. Second Master's degree or a Ph.D. in a subject area of responsibility is required. A Ph.D. for some areas is preferred. For special educational requirements see specific position job questionnaires.
3. Ability to furnish advanced research assistance in assigned subject areas.
4. Subject expertise at a level to assess the curricular and research needs of the University, and to build the collections to meet these needs.
5. Ability to communicate and work well with faculty, students, and the general public.
6. Knowledge of appropriate foreign languages as required.

PROBLEMS AND CHALLENGES

1. To keep abreast of the publishing activity in the assigned subject areas.
2. To maintain excellent faculty relations, which is a three pronged challenge: a) To keep informed about materials needed by the faculty for research and curricular purposes; b) To

communicate to the faculty what material is already available in the Lee Library for faculty use; and c) To help the faculty be more aware of the various tools, and services (including computer access and the Center for Research Libraries, etc.) available for their use.

3. To keep abreast of the best reference/research tools in the specific subject areas of expertise and to provide appropriate reference/research service to faculty and students.

4. To keep abreast of the specific subject areas and librarianship by reading, attending conferences, taking appropriate coursework, and participating in library associations and activities.

5. To contribute to the profession through research and publication, presentation of scholarly papers, editing and preparation of bibliographies and guides, and other means. These activities must be balanced with other responsibilities.

PRINCIPAL CONTACTS

1. University committees
2. Library Collection Development Committee
3. Utah Library Association
4. American Library Association
5. Other professional organizations which are appropriate to the position

MAJOR ACCOUNTABILITIES

MAJOR ACCOUNTABILITIES

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1. Collection Development (specify the subject areas; the Department Chairmen and Reference Coordinator's reduced role in Collection Development should be reflected here)
   - -Develops and revises collection policy statements in assigned subject areas
   - -Develops and manages collections in accordance with established policy
   - -Evalutes collections
   - -Works with teaching faculty in assessing collections, supporting the university curriculum
   - -Establishes standing order/approval profiles with vendors and maintains and updates these profiles

2. Reference and Advanced Research Assistance
   - -Assists faculty, graduate, and undergraduate students with research methodology, strategy and bibliographic instruction

3. College/Department/Faculty Liaison
   - -Meets regularly with department chairmen, and where appropriate college deans

- Meets regularly with Faculty Representative
- Meets periodically with all faculty in assigned departments

- Meets with all new members of the teaching faculty in the assigned subject areas

4. Collection Use/Bibliographic Instruction
    - Gives student orientation lectures
    - Prepares subject bibliographies in connection with collections
    - Develops bibliographic instruction programs for the appropriate assigned academic programs and courses
    - Teaches classes when appropriate

5. Management and Supervision
    - Hires, trains, and supervises collection development student assistants
    - Submits reports and budgets
    - Trains student reference assistants in the use of reference tools and the collection in assigned subject areas

6. Computer Assisted Research Services (CARS)
    - Informs patrons of services
    - Studies database updates
    - Attends workshops on new techniques
    - Conducts searches for patrons

7. Library and Campus Committee Work
    - Collection Development Committee
    - Other committees as assigned

8. Continuing Education
    - Studies professional literature
    - Attends conferences and workshops
    - Participates in library associations
    - Takes coursework and obtains additional degrees when appropriate

9. Creative Professional Work
    - Conducts research and publishes results
    - Prepares bibliographies, guides, registers and catalogs for publication
    - Presents scholarly papers
    - Edits scholarly and professional publications
    - Performs other approved professional development activities

SIGNATURES

Subject Specialist	Asst. University Librarian for Collection Development

9/1/81

UNIVERSITY OF NOTRE DAME

POSITION DESCRIPTION

TITLE: Bibliographer for

CLASS: Library Faculty

RESPONSIBILITIES:

Responsible, in cooperation with members of the Teaching and Research Faculty for the selection of materials in the assigned subjects consistent with the collection development policies of the Library. Responsible for planning and executing assessments of relevant segments of the collection for quality, adequacy and physical condition. Responsible for serving as Liaison between the assigned academic departments and the Library. Responsible for providing advanced reference assistance, as required, and for offering bibliographic instruction in the assigned subject fields.

RELATIONSHIPS:

Reports to the Assistant Director for Collection Development. Trains and directs the work of Library Assistants and students assigned to provide bibliographic assistance. Cooperates closely with bibliographers and Liaison/Selectors and with members of the relevant teaching departments.

STATEMENT OF DUTIES:

Screens incoming purchase requests.

Reviews incoming approval, gift/and bulk purchase material for their appropriateness for the collection, consulting members of the teaching faculty as necessary.

In cooperation with members of the teaching faculty and other liaison/selectors, selects necessary current and retrospective materials in subjects assigned and in related interdisciplinary fields.

Investigates and provides justification for major purchases, expensive items and standing orders in subjects assigned.

Maintains awareness of book dealers and other sources for materials in subjects, advising the Acquisition Department as required.

Maintains awareness of resource-sharing opportuniites.

Assists the relevant academic department in formulating, monitoring and revising collection development policies and approval plan profiles consistent with the overall collection objectives of the Library.

Maintains familiarity with the existing collection in subjects, conducting formal assessments of at least one segment of the collections annually.

Reviews existing collection in subjects for preservation problems, need for additional copies or better access, or for the presence of unwanted material on shelves.

Advises the Assistant Director for Collection Development on funding requirements for collections in subjects, and monitors the use of allocations in cooperation with academic departments.

Advises members of the teaching faculty on Library resources, services, policies and procedures and Library departments on the requirements of users in assigned fields.

Provides, in cooperation with the Reference Department, reference assistance in assigned subjects, which may include the preparation of bibliographies and guides to the collection, consultation on complex reference inquiries or research projects, or data base searches.

Offers bibliographic instruction through tours, lectures or classes to students in relevant departments.

QUALIFICATIONS:

An ALA-accredited MLS and an advanced degree in one of the subjects in the area of the Bibliographer's responsibility is desired, as is experience with some aspect of collection development. Knowledge of one or more foreign languages is required, depending on the area of responsibility. Familiarity with academic libraries, an interest in scholarship, flexibility and skill in communication are important.

STANDARDS OF PERFORMANCE:

Maintenance of satisfactory level of acquisitions consistant with Library collection policy and resources available. Demonstration of current knowledge of publications in fields, the state of our collections and local University programs. Smooth working relationships with Library colleagues and members of the teaching faculty. Success in increasing the services and instruction available at an advanced level to Departments' students and faculty in their use of the collection.

8/1/85

UNIVERSITY OF MIAMI

Bibliographer's duties and responsibilities: an outline

The following is a list and description of duties that are expected to be performed by librarians with collection development responsibilities. They are generic job descriptions and collectively they will be used as a uniform method for performance evaluation in the division.

In general, I would like to point out that the best work we can possibly do is what we accomplish collectively and in cooperation with each other. We serve a complex academic community using the products of an equally complex publishing world. There are many grey areas and overlaps in your responsibilities, so please consult with each other and remember that I am always available to clarify things and to resolve conflicts.

I have organized your duties under general types of activities with a brief description, purpose and recommendations for action for each.

Public relations

If we fail at this we might as well hang up the rest. Collection development, in my estimation, is a public service activity and should be conducted accordingly. The bibliographers should be in frequent communication with library liaisons from academic departments assigned to them. Any additional faculty contact should further enhance bibliographers' effectiveness. This kind of activity is informative to all participants and prepares the foundation for responsive library service.

Actions: Establish at least monthly contact with your book chairs, but preferably more frequent.
Talk with other faculty as often as possible.
Bring to my attention any problems so we can find corrective measures.
Explore "sluggish" departments. All they may need is attention and information.
Send reports on order requests to your book chairs as soon as you receive them.

Monitoring and information gathering

Know your university, know your department(s), know your collection, and know publishing.

1. Profile of the university

Administration and the university community have produced a Strategic Plan for the university. This and some other sources of information provides us with the pattern that we should match in the library. The sum total of our individual activities should support the goals of the university.

Actions: Familiarize yourself with the Strategic Plan and other appropriate planning documents.

2. Academic Departmental Needs Assessment

Upon completing your first assessments, gathering information on activities of departments assigned to you should be a continuous process. Your sources for this information are varied from university publications such as Veritas and Research Notes to talks with faculty and administrators. Such information gathering is essential not only to your credibility as a bibliographer but also to the formulation of a responsive and responsible collection development effort.

Actions: Develop and upkeep a list of subject descriptors for your department(s) interests and activities. Determine program levels and strengths for your departments.

3. Collection evaluation

If we don't know what we have, we can't determine what we need. After initial assessment the evaluation process should be refined and the collection monitored on a continuing basis. Among the measurement tools techniques and data at your disposal are the RLG conspectus, shelf list counts, authoritative subject bibliographies, and order activity. As library activities are automated some additional quantitative data for collection assessment will become available. Collection assessment is an important activity towards assuring accountable collection management.

Actions: After initial assessment(s), continuous monitoring is essential.

4. Monitoring of Availability of Library Materials

The problem here is to determine what is available of what we need. Bibliographers should determine the best way to monitor the availability of library materials for the subject fields of their responsibility. The tools at your disposal will vary in accordance with the characteristics of the subject discipline under your responsibility. Pick key journals with current bibliographies for your subjects, monitor Publisher's Weekly etc. Some of you need not look at antiquarian or foreign publishers' catalogs, others should definitely do so. Some need to do strong retrospective development, others may need to expand only minimal effort beyond monitoring the approval plan.

Actions: Select and continuously monitor tools that indicate intellectual activity in the subject areas of your responsibility. Determine most important types of materials (monographs, journals, serials, etc) for your subject areas and concentrate your developmental efforts on those. Be aware of important publishers in your subject areas. Determine relative importance of retrospective development for your areas.

Ordering and Monitoring Ordering Activity:

It is our ultimate responsibility to build this collection based on our best informed judgement. We value the faculty's assistance and the advantages of the approval plan, but should explore much beyond these on our own.

I consider the bibliographers to be responsible for the management of the total collection in their subject areas regardless of type or source of material. This includes the approval plan, faculty orders, your own orders, replacements, serials and periodicals etc. The work flow is designed in such a way as to provide you with as total a picture as possible. Remember that items will be requested and selected in your areas to fill needs of departments not under your responsibility. Please understand these needs and accept them in a spirit of cooperation. We, together, are building one collection. I shall continue to assist you with reports and assessments of our collective efforts.

Actions: Monitor the Approval Plan.Monitor faculty orders. Generate your own orders based on assessments outlined above.

Management of the Existing Collection

In addition to the acquisition of new library materials, a bibliographer should on occasions take a critical look at the existing collection. Activities in this area should include weeding, replacments with more current works, and preservation. The objectives of these activities is to balance the needs for most up to date materials and the protection of some of those materials against the realities of available space and financial resources. We cannot collect everything and we cannot keep everything forever. Work in this area should be guided by caution and thoroughness in exploring the ramifications of any actions taken.

Actions: Devise a plan to systematically look at the books in the stacks and determine their relevance to the mission of this research library. Review and withdraw or replace (with exact or superceeding works) damaged books, books reported lost, and books superceeded by other works. Identify library material that need some type of protection from deterioration, vandalism, or theft.

Budgeting and allocation

We strive to attain a sophisticated level of accountability in all areas of collection development. As we refine our methods in budgeting, allocation, and fiscal monitoring, the bibliographers should be more and more involved in the management of the portions of the budget assigned to them. The Assistant Director for Collection Development will sustain an overview and provide assistance to bibliographers in this elusive process. The key is to be responsive and flexible in budget management.

Actions: Alert the Assistant Director for Collection Development to new programs or directions in your departments. All such things have a price tag in terms of library development. Alert the Assistant Director for Collection Development to any large scale collection development projects that you plan to undertake.Monitor the monthly budget reports.Plan and pace your ordering activity for the whole year. Remember that as we approach the end of the fiscal year the chances for spending the remaining free balance becomes more and more remote. Any unspent money is lost.

Continuing education

It is in your best interest to keep up with developments in your subject fields and in the library profession as they relate to your assigned duties. The Collection Development Division may wish to explore aspects of our work in a formal way, such as through seminars. I am open to suggestions.

Actions: Read information sources in your subject areas. Read appropriate library journals.Attend meetings, workshops, seminars as often as you can

The above document is intended as an introduction to the work of a bibliographer. It will be used for orientation and for performance evaluation. More detailed information will be presented in a follow up document, the Bibliographer's Manual with exact procedures for the various duties of the bibliographers.

I. POSITION TITLE: Social Sciences Bibliographer

II. JOB ID NUMBER: RED-A3

III. CURRENT POSITION CATEGORY: PCI

IV. INCUMBENT: William Young

V. POSITION FUNCTIONS:

Operating in the context of established budget allocations and collection policies, to identify and select materials in all forms in English and Western languages to support programs in the School of International and Public Affairs and the departments of Political Science, Anthropology, Sociology, and Geography. To evaluate the collection and to assist in collection management, including making preservation and deaccession decisions, and to make recommendations regarding alternate forms and access to materials. To maintain close contact with faculty, researchers, and other bibliographers and selection officers to coordinate the development of the collection. To provide in-depth reference assistance and consultation services.

VI. CHARACTERISTIC DUTIES

1. Select materials -- under the direction of the Assistant Director for Resource Development, to identify and select library materials on a timely and continuing basis within Collection Development Policy and other guidelines.
Develop, maintain, and review the approval plan profile in the subject area.
Assume responsibility for review of the Collection Development Policy.
Develop, use and routinely review a list of selection tools.
Review incoming materials, including approval plan receipts and monographs received on standing order to identify materials for priority cataloging, to maintain awareness of new titles, and to coordinate the collection with other bibliographers and selection officers.
Maintain appropriate records of desiderata,serials decisions, faculty research interests, etc. as needed.
Select non-purchase items for addition to the collection in the subject area.
Solicit and evaluate potential gifts.

(50 %)

2. Collection Management -- Monitor ILL and circulation reports to purchase replacements, additional copies, later editions. Within established guidelines, make preservation decisions to replace, microfilm, or withdraw materials. Following established guidelines, review collections for deacquisition or transfer to storage. Recommend transfers of material to consolidate serial runs, to reflect changes in collection policy.

(10 %)

3. Faculty liaison -- Inform faculty of library resources and ways to get

access to them. Consult with appropriate faculty regarding expensive or non-routine additions to the collection. Keep informed of changes in curriculum and research interests that may affect collections. Consult faculty regarding written collection policy statements and revisions. Act as liaison between faculty and other library groups such as Resources, Academic Information Services, Technical Services, Gifts and Exchanges. Involve faculty as appropriate as consultants in the collection management and development process. (5 %)

4. Reports, Projects, Bibliographies -- Use RLIN/CLIO, online databases, and other printed sources to analize the collection on a regular basis. Draft reports on changes in faculty research interests and instructional programs that will affect the collection. Design and carry out special projects as required. Preparation of publications such as checklists, guides, and bibliographies to aid readers in use of the collections. (5 %)

5. Fiscal Responsibility -- Assume responsibility for administering all funds allocated or made available for the assigned subject. Make budget request proposals, based on expenditures and projections. (5 %)

6. Reference Services -- Provide in-depth reference including consultations by appointment and assistance in identification, location, access, and manipulation of information sources, using a wide variety of printed and machine-readable materials (including online databases, disk-based files, and software). Providing bibliographic instruction in the use of the collections, including preparing and delivering subject-based lectures (both to specific classes and to general audiences). Participating in library orientation programs. The incumbent may also participate in end-user training for database searching and/or bibliographic file management software. (25 %)

VII. SUPERVISORY RESPONSIBILITIES -- None

VIII. FISCAL RESPONSIBILITY

Budget recommendations and control of expenditures for monographs and most continuations, and participation in a committee to recommend serials expenditures. Administrative responsibility for materials funds totaling approximately $226,000 for fy 1985/86.

IX. CONTACTS REQUIRED

D, F, F, D, D, R, X (Representatives of Vendors, Publishers)

X. KNOWLEDGE AND SKILLS ESSENTIAL FOR THE POSITION.

Broad knowlege of the fields of public administration, international affairs, and the social sciences, including political science, sociology, and anthropology. Reading knowledge of two major Western European languages. Ability to communicate effectively with faculty and researchers. Knowlege of the process of scholarly communication. Familiarity with the major bibliographic and other reference sources, including databases, used by social scientists.

XI. COMMENTS.

Because social scientists often use a wide variety of sources of information, not all of which are technically within the field, it is important to know the location of major materials not included in the Lehman Library collection.

Draft prepared by

Suzanne Fedunok

April 27, 1986

IOWA STATE UNIVERSITY

POSITION DESCRIPTION 1980

Division: Resources

Position: Social Sciences Bibliographer

Functions: To select library materials in the social sciences and act in a liaison capacity with the teaching faculty. To monitor and evaluate the development of the social science collections.

Relationships with others:
Report to Assistant Director for Resources. Supervise support staff within the Division. Work with liaison officers appointed by the Academic departments.

Responsibilities:

A. Collection development.
  I. Selection of monographic titles in the social sciences.
    A. Current publications.
      1. Selection of English-language materials supplied by approval programs covering both American and British publications. Selection of English-language material issued in other countries and identified in national bibliographies, scholarly journals and publishers' advertisements.

      2. Selection of foreign language materials supplied by approval plans, or selected from serial and national bibliographies with emphasis upon German, French and Spanish publications.

    B. Selection of retrospective titles in the social sciences.
      1. Selection of out-of-print materials, chosen from the antiquarian market as represented in dealers' catalogs. Compilation of want-lists of out-of-print desiderata. Selction of materials otherwise unavailable through personal visits to dealers and donors.

      2. Selection of older materials available as reprints or reproduced in microform. Selection of unpublished materials in microform. Determination of suitability of in-house microfilming of material unavailable otherwise.

      3. Evaluation of materials offered as gifts or exchanges.

II. Selection of serial titles in the social sciences.
  A. Selection of new and established journals for which subscriptions are entered. Determination of suitability of housing subscriptions in the Periodicals Room and Economics/Sociology Reading Room. Determination of retention status and cataloging treatment. Selection of newspaper subscriptions, foreign and domestic.

  B. Selection of serial backsets from the antiquarian market or in reprint and microform, including newspapers.

III. Selection of media, including audio- and video-tapes in the social sciences.

IV. Selection of monographic, serial, and reference titles for the Economics/Sociology Reading Room.

V. Evaluation of materials in the social sciences proposed as purchases for the Center for Research Libraries.

VI. Determination of social science materials to be withdrawn, replaced, sold, discarded, or transfered.

VII. Participation in policy-formulation related to resources.

B. Liaison.

I. Establishment and maintenance of regular liaison with departmental liaison officers, and other members of the teaching faculty. Consultation with instructors and students as a means of insuring balanced growth of the collections and for information on changing user demands.

II. Maintenance of regular contact with the supervisor of the Economics/Sociology Reading Room, and Reading Room Committees.

III. Service on a rotation basis with the other bibliographers on the three permanent Library councils, and on other ad hoc and selection committees.

C. Collection evaluation.
Analysis of current and expected holding as measured against recognized bibliographies. Reporting on a annual basis collection advances and needs.

D. Supervision.
Selection, training and periodic evaluation of support staff.

NAME________________________ TEXAS A&M UNIVERSITY DATE September, 1986

JOB DESCRIPTION
TEXAS A&M UNIVERSITY
UNIVERSITY LIBRARIES

DIVISION/DEPARTMENT Resource Development Division

1. **Position Title & Code:** Assistant Professor 7300

   PIN Number: M03380

   Job Title: Resource Development Librarian, Humanities

   Regular Hours of Service: 40 hours per week

2. **Organizational Relationship**

   a. **Reports to (Title):** Head, Resource Development Division

   b. **Supervises (Title):** One - Library Assistant I

3. **Function of Position**

   Selection of materials, evaluation of collections and intensive collection building in the humanities disciplines. Also supervises the gifts operation.

4. **Characteristic Duties and Responsibilities**

   Responsible for all collection development activities in the humanities disciplines including selection of materials, evaluation of collections, and intensive collection building in a specific area (selected annually) of the total collection. Responsible for monitoring of funds associated with the collection development activities of the humanities. Works closely with approval plan personnel in refining approval plan profiles. Works closely with teaching faculty in humanities departments in collection building. Participates in the formulation of Resource Development Division policies and procedures. Supervises one support staff member. Performs other duties as required for effective Library operations.

5. Minimum Acceptable Qualifications

a. Personal Qualifications

Supervisory and organizational abilities. Ability to interact well with staff, faculty, and students. Effective communication skills.

b. Educational Qualifications/Experience

Master's degree from an ALA-accredited library school. Minimum of two years professional experience. Knowledge of at least one foreign language. Familiarity with OCLC and major bibliographic tools. Undergraduate degree in the humanities preferred.

c. Business

6. Standards of Performance

Interest in job and in continuing professional growth and development. Demonstrated success in the performance of duties; satisfactory annual evaluation. Must meet requirements for promotion and tenure.

University of Nebraska-Lincoln
University Libraries

POSITION DESCRIPTION

November 1985
Date

Unless there are permanent changes in the Major Responsibilities and/or Duties, this Position Description will remain in effect for the fiscal year commencing on the above date.

Name ______________________

Rank/Title Assistant Professor

Division Humanities/Social Sciences

Supervisor ______________________

Major Responsibilities:

Liaison with the following departments: Actuarial Science, Economics, Finance, and Management. Computer searching for the above areas.

Duties:

I. Liaison with faculty, staff, and students in the College of Business Administration
  - Library instruction and tours
  - Specialized reference service
  - Computer searching
  - Consultation
  - Attendance at CBA departmental meetings

II. Subject specialist responsibilities in Actuarial Science, Economics, Finance, and Management.
  - Book selection
  - Collection assessment and development
  - Review new books, gifts, duplicates, and decision shelf items

III. Computer Searching
  - Conduct bibliographic and non-bibliographic searches on Lockheed DIALOG and other systems, particularly in areas of Business and Social Sciences.
  - Promote services to on- and off-campus audiences, including publicity and demonstrations

IV. Reference Service
  - Assist in staffing the Information Desk
  - Handle "in-depth" referrals from other Information Desk staff
  - Respond to walk-in or phone-in inquiries from students, faculty, and area business firms

V. Faculty responsibilities
  - Attend library faculty meetings
  - Attend divisional meetings
  - Carry out appointive or elective committee assignments

VI. Professional Development
  - Attend workshops and training sessions
  - Attend conferences
  - Maintain activity in professional association(s)
  - Peruse professional literature

Brown University Library

PROFESSIONAL POSITION

POSITION TITLE: Reference/Collection Development Librarian

REPORTS TO: Head, Reference Department

SUMMARY: Responsible for providing general reference services, comprehensive reference service by specialty , bibliographic instruction and online services. Responsible for developing library collections in areas of subject responsibility.

POSITION FUNCTIONS:

Provide general reference service in all areas, and comprehensive reference service in areas of subject responsibility.

Oversee the systematic development of library collections in areas of subject responsibility; serve as library liaison to appropriate academic departments.

Initiate and implement bibliographic instruction and orientation programs to improve student, faculty and other scholarly use of the library collections.

Create bibliographies and other appropriate publications to facilitate scholarly access to and use of library collections.

Determine need for, formulate, and perform computerized information searches.

Maintain good relations with library users and interpret library policies as appropriate.

Prepare reports; maintain, analyze and evaluate statistics as appropriate.

Keep current with developments in reference, collection development, automation and related professional matters through attendance at professional meetings and reading the literature, recommending new policies and techniques to the Head, Reference Department.

Participate in the development of new policies and procedures both within the department and library-wide; serve as the Library's resource person and representative on related professional matters.

May 1986

UCI Library Professional Vacancy

Date: August 1986
University of California, Irvine

ROMANCE LANGUAGES LIBRARIAN

The Library at the University of California, Irvine invites applications for the position of Romance Languages Librarian in the Main Library. The position provides an outstanding opportunity for professional development in a challenging growth environment. This is an entry-level appointment at the Assistant Librarian rank at a salary of $24,012. Upward adjustments may be made for appropriate advanced degrees. Applications received by October 15 will receive first consideration, but applications will be accepted until the position is filled.

Candidates for appointment in the University of California Librarian Series must have a professional background of competence, knowledge and experience to assure suitability for appointment. A candidate, after appointment, is periodically subject to peer review for merit increases. During review they are judged on the basis of the following criteria: 1) professional competence and quality of service within the library; 2) professional activity outside the library; 3) University and public service; and 4) research and creative activity.

Professional librarians at the University of California, Irvine, are academic appointees and receive potential career status at the time of their initial appointment. The University provides a generous benefits package, equal to approximately 40% of the salary. Librarians are entitled to two days per month of annual leave, one day per month of sick leave, reductions in incidental fees, and all other perquisites granted to non-faculty academic personnel. The University has an excellent retirement system and sponsors a variety of group life, health and dental insurance plans.

UNIVERSITY OF CALIFORNIA, IRVINE

The University of California, Irvine, with a total campus area of 1,510 acres is located in Orange County, forty miles south of Los Angeles and five miles from the Pacific Ocean. The present enrollment is 14,000 students with a faculty of 700 including the Medical School. The University offers 22 doctoral programs in addition to the MD. Current projections for future growth estimate a campus of 25,000 students. This period of significant development offers librarians a dynamic and challenging professional environment.

THE LIBRARY

The Library consists of the Main Library, the Biomedical Library, the Biological Sciences Library, the Physical Sciences Library, and the Medical Center Library. The collection consists of 1.25 million volumes and is an essential resource for teaching and research. Members of the local University community have access to the entire resources of the University of California system. The collection is heavily used by the local community.

THE REFERENCE DEPARTMENT

The Reference Department primarily serves the informational and bibliographic needs of the UCI academic community, but also serves the faculty and students of neighboring educational institutions as well as members of business/high technology enterprises and the greater Orange County community. The Reference staff consists of 9.5 FTE librarians, 3 FTE library assistants and 3.5 FTE student assistants. The reference collection numbers 22,000 volumes.

Duties and Responsibilities

The incumbent serves as a reference librarian reporting to the Head of Reference and as a bibliographer reporting to the Head of Collection Development. The reporting line is through the Reference Department. Reference librarians in the Main Library share responsibility for general and specialized reference service (including evening and weekend assignments). These responsibilities include reference desk assistance to library users in conceptual, intellectual, and bibliographic access to information; database searching; and bibliographic instruction. The incumbent functions as a liaison with the School of Humanities, and specifically with the Department of Spanish and Portuguese, and the Department of French and Italian.

As a bibliographer, the incumbent shares with the Head of Collection Development and other bibliographers the responsibility for development and management of all library collections, with special responsibility for developing and maintaining materials to support the research and instructional needs of faculty and students in the School of Humanities, and specifically in the Department of Spanish and Portuguese, and the Department of French and Italian. Additionally, the position is responsible for Latin American Studies.

Qualifications

Required: ALA-accredited MLS degree; degree in Spanish or French or commensurate experience, including good reading knowledge of Spanish and French. Demonstrated commitment to public service; excellent oral and written communication skills. Ability to work effectively, independently, and cooperatively with all elements of the academic community.

Desirable: Additional graduate degree in Spanish or French. Good reading knowledge of Portuguese and Italian. Experience in collection development, bibliographic instruction, and database searching.

TO APPLY FOR THE POSITION

Send application letter with 1) a complete statement of qualifications; 2) resume of education and relevant experience; and 3) the names, addresses, and telephone numbers of three references. Letters should be addressed to: Karen Nassaur, Library Personnel Office, University of California, Irvine, P.O. Box 19557, Irvine, CA 92713. Telephone: (714) 856-5408.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

PENNSYLVANIA STATE UNIVERSITY

Attachment 3A: Sample of faculty assignment statement for a cataloger with collection development responsibilities

Faculty Assignment Statement

primary faculty assignment is the organization and control of bibliographic information. This involves the provision of bibliographic and subject access to monographs in the field of geography and, secondarily, in a variety of fields ranging from politics, through fine arts, to science and technology.

In addition, shares with colleagues a responsibility for the quality of the Libraries' on-line bibliographic data base through the editing of bibliographic records. Quality control of bibliographic access also involves the establishing of consistent bibliographic or subject headings, which facilitates retrieval of bibliographic records and accurately relates them to each other.

is expected to contribute to discussions on PSU cataloging policy and maintenance of PSU standards for bibliographic access.

is also assigned as a selection liaison librarian for the History Department, which involves him in the identification, selection, and acquisition of library materials in support of the teaching, research, and service activities of the University. His success in this will depend on his awareness of current publications in his assigned field, of the strength and weaknesses in the Libraries' present collections in that field, and of the needs of library users for materials in the field.

10/18/83

OMS
System and Procedures Exchange Center

Orientation, Training and Other Aids

THE GENERAL LIBRARIES
THE UNIVERSITY OF TEXAS AT AUSTIN
Austin, Texas 78713-7330

2/86

SCHEDULE OF GROUP PRESENTATIONS FOR BIBLIOGRAPHER ORIENTATION

Topic	Time & Place	Participating Bibliographers	Participating Unit Heads
Fund Management Includes Library Accounting	March 7 10-11:30 a.m. PCL 3.204	Brennan	Bucknall Perryman
Acquisitions. Gifts. Includes the division of orders between Acquisitions and Serials, Library Acquitions Manual for Faculty, Gifts Policy, Disposition Policy	March 21 10-11:30 a.m. PCL 3.204	Bishop Rothberger	Perryman
Automated Cataloging. Cataloging. Includes processing priorities, policies on transfer of materials, withdrawals, and replacement, the Cataloging Manual	April 4 10-11:30 a.m. PCL 3.204	Womack	Williams Potter
Serials I: Serials Bibliographer. Serials Allocations. Serials Acquisitions.	April 18 10-11:30 a.m. PCL 3.204	Womack Brennan	Perryman
Serials II: Serials Cataloging	May 2 10-11:30 a.m. PCL 3.204	Brennan	Farber
Serials III: Periodicals Room. Binding.	May 16 10-11:30 a.m. PCL 3.204	Elder	Tongate Rogers
Preservation Includes preservation education, disaster planning and disaster action teams, book conservation process, book repair	May 30 10-11:30 a.m. PCL 3.204	Holland Brennan	Perryman Rogers

UNIVERSITY OF NOTRE DAME

BIBLIOGRAPHER FOR LATIN AMERICAN STUDIES,GOVERNMENT & ECONOMICS
Orientation Program

I. Introduction

The following outline is not intended as a rigid prescription of duties and deadlines, but rather as a guide to the Bibliographer as he begins his work. It suggests priorities among the activities that will contribute to achievement of the goals of the position. It provides useful approaches to fulfilling the position's responsibilities. Circumstances, or the Bibliographer's own experiences may force some changes in the activities as outlined, or in their order.

The Assistant Director for Collection Development will supply documentation and informational materials which will assist the Bibliographer's orientation. Every week she and the Bibliographer will review his accomplisments, discuss the problems that have arisen, and develop a set of short-term goals.

The Bibliographer may also find it valuable to develop a particular professional relationship with one of the other bibliographers in Collection Development. This individual could act as an advisor, sounding board, etc. By formalizing the role of this person vis a vis the Bibliographer, the latter may feel more comfortable in approaching the other person, and the former may better understand what is expected of him or her. The Assistant Director will discuss this possibility with the Bibliographer.

II. University Libraries policy and procedures orientation

Purpose: To gain sufficient knowledge of the Libraries' organization, policies and procedures to allow the Bibliographer to accomplish his work efficiently, and to communicate accurate information to faculty and students.

Activities:

1. Review organization chart, get explanation of various departments' functions, and read Library Policy and Procedures file. Deadline: August 8. (M. Gleason)
2. Tour all University Libraries' units. Deadline: August 8. (M. Gleason and bibliographers)
3. Spend at least one-half day each in Acquisitions, Cataloging, and Reference, for a pre-arranged introduction to their operations. Deadline: August 22. (L. Zeugner, S. Akai, A. Lonie)
4. Work experience in the Reference Department, two to four hours per week through the Fall semester, at first observing and eventually assisting. Deadline: December 15. (A.Lonie)

III. Collection Development Orientation

Purpose: To increase understanding of the role of Bibliographer and of collection development functions and issues.

Activities:

1. Review materials relating to collection development as carried out in the University Libraries. Deadline: August 15. (M. Gleason)

2. Read Collection Management and Development Institute materials and selected items from collection development bibliography. Deadline: August 29. (M. Gleason)
3. Meet individually with current bibliographers in order to discuss their methods, observations, and overlapping collection responsibilities. Deadline: August 29. (C. Ames, P. Bick-Janicki, L. Fuderer, J. Huebner, A. Krieger)

IV. Orientation to University Programs and Faculty

Purpose: To gain familiarity with the courses and the research which the collection supports.

Activities:
1.Read relevant sections of University catalogs, brochures and descriptions of faculty research. Deadline: August 15. (M. Gleason)
2. Meet with former Liaisons with Government and Economics to discuss their experience and observations. Deadline: August 22. (T. Ivanus, A. Lonie)
3. Meet with Chairmen and/or Library coordinators for Government and Economics Department and with Directors of Kellogg Institute in order to make plans for the coming year. Deadline: August 29. (Arnold, Francis, Craypo, Davisson, Bartell, O'Donnell, Wilde)
4. Introduce self to faculty in academic departments and Kellogg Institute by letter, or attendance at meetings, or individual interviews. Deadline: November 1. (Tarrago)
5. Make plans for attending Institute and Departmental programs, lectures, auditing, taking (?) Government or Economics courses in Latin America, etc. Deadline: August 22 for initial planning, to be carried out through the 1986-87 academic year. (Tarrago)

V. Orientation to collections in relevant disciplines.

Purpose: To gain familiarity with research collections in Latin American studies, government and economics in order to evaluate our present collections and build better ones.

Activities:
1. Familiarize self with the organization, coverage and possible usefulness of major bibliographic tools in the relevant subjects (both current and retrospective). Deadline: October 1. (Tarrago, with assistance of Reference librarians, bibliographers, and members of the teaching faculty)
2. Read materials from SALALM, and other significant references for the collecting of Latin American materials. Deadline: October 1, and continuing. (Tarrago)
3. Review the shelf list and shelves where Latin American materials are classed, using the RLG Latin American Conspectus as a guide. Deadline: October 1. (Tarrago)
4. Review the University Libraries' Latin American journal collection, identifying immediate needs. Deadline: January 1. (Tarrago, in consultation with members of the Kellogg Institute)
5. Canvass faculty from the Government and Economics Department to learn of pending requests for new subscriptions and their relative

priority. Deadline: October 1. (Tarrago, in consultation with members of the teaching faculty)

6. Review and select items from the approval and gift books in the fields of Latin America, political science and economics, guided by Gleason, and discussing problems with her and other appropriate parties. Deadline: Begin immediately, gradually assuming more independence. (Tarrago, Gleason, and others, as necessary)
7. Review accumulated material awaiting decisions, making appropriate disposition. Deadline: October 1. (Tarrago, Gleason, appropriate members of teaching faculty and Kellogg Institute)
8. Identify three major academic library collections in Latin American studies appropriate for visiting, and make such visits, having prepared an agenda of questions to be answered, observations to be made, and issues to be discussed. Deadline: December 1. (Tarrago, Gleason, with advice of members of Kellogg Institute)
9. Plan a formal evaluation of at least three parts of the Latin American collection, and one each of the political science and economics collection. Deadline: June 1. (Tarrago, in consultation with teaching faculty)
10. Complete the Latin American segment of the RLG Conspectus, and using that as a guide, write a collection development policy for the Latin American collection. Deadline: June 1. (Tarrago, in consultation with Gleason, relevant bibliographers and faculty members)

VI. Orientation to the International Studies Resource Center.

Purpose: To gain sufficient knowledge of the aims of the Center to allow the Bibliographer to assist in its organization and oversee its collections.

Activities:

1. Meet with J. Bessler for an explanation of the plans for the Center, an introduction to IDC, and to the Center staff. Deadline: August 15. (J. Bessler)
2. Review the various types of materials now in storage, in the Kellogg Institute, and in the Institute for Pastoral Ministry, that will become part of the ISRC collections. Deadline: September 1. (Gleason, Domingo, Pelton, Foley)
3. Develop, in cooperation with the Center's LTA, a plan for the organization of the materials in ISRC. Deadline: October 1. (Tarrago, Gleason, Bessler)

SUNY, ALBANY

NEW BIBLIOGRAPHERS' TRAINING PROGRAM

FALL 1984

DAY 1:

Initial sessions with Personnel Officer and Director.

10/10:30 - 12 Head, Collection Development introduces bibliographer to office and to the location of Room 210, describing availability of office supplies, the phone system, daily check-in requirements, and mailboxes/message envelopes.

A copy of the library's organization chart (and those of separate divisions) and a self-guided tour booklet, annotated with names of people to contact when problems arise, are presented to the bibliographer, who is encouraged to spend the rest of the morning exploring the library.

12 - 1 Lunch with Head, Collection Development, Assistant Director for Planning and Resource Development, and one other bibliographer.

1:30 - 3 Head, Collection Development,

1) surveys new bibliographer's previous exposure to collection development and the literature of subjects to be assigned;
2) describes plan for training and any modifications;
3) discusses scope of collection development, its professional organizations and literature—recommends sampling of *Collection Development in Libraries; a Treatise*;
4) describes philosophy, history and organization of collection development at SUNYA and expectations for bibliographers in the areas of selection, collection management projects (recent and in process), liaison, bibliographic instruction, computer search and/or reference—provides a copy of the latest Collection Development Department annual report, the latest Technical Services and Reference Services annual reports, and Main Library Bibliographers' Meeting minutes for the past year.

DAY 2:

9 - 10 Head, Collection Development,

1) introduces Collection Development Policy, SUNYA *P & P Manual*, and collection size and use printouts;
2) describes funding of SUNYA collection development (with appropriate documentation): total acquisitions budget, discretionary/firm order budget, current allocations, annual budget requests, order year vs. fiscal year concept, grants and special funds including Coordinated Collection Development grant and cooperative program with NYSL, management data including encumbrance and expenditure reports, and fund monitoring responsibilities and methods.

11 - 12

3) discusses subject assignments, providing documentation such as specific collection policies, graduate and undergraduate bulletins, *Accent on Research*, Faxon subscription printouts, faculty lists with dissertation titles, and most recent collection evaluations.

4) introduces Mentor.

12 - 1 Lunch with Mentor and two other bibliographers.

1:30 - 2:30 Mentor and Head, Collection Development,

1) discuss selection tools used—ads, Choice, form selections, review journals, subject-specific journals—and types of acquisitions—discretionary orders, approval plans, standing orders, subscriptions, memberships, gifts;
2) introduce bibliographer to Pre-Order Search Unit.

[Mentor will attend as many of the following sessions as possible.]

2:45 - 3:45 Head, Pre-Order Search Unit,

1) introduces unit staff;
2) describes organization of the unit and activities performed;
3) conducts tour of Room 210, illustrating workflow, tools, and variations of process for different types of orders and information-only searches, providing samples of forms used.

DAY 3:

9 - 11 Head, Acquisitions Department, and other assigned staff

1) provide overview of workflow;
2) discuss firm orders, standing orders and periodicals, with introduction to files and Kardex;
3) describe order placement, vendor selection, RUSH and special handling requests;
4) illustrate varieties of on-order and received multiples in card catalog and rationale for locating received maetrials;
5) discuss tracing an order;
6) provide information on approval plans and their relationship with standing orders;
7) explain policies and practices related to examination copies, freebies, faculty purchases;
8) illustrate paperwork involved in receipt and payment;
9) tour review shelves, new book trucks, and forms used for approval rejects and location designation.

12 - 1 Lunch with Head, Acquisitions, and Acquisitions LTAs.

1:30 - 2:30 Completion of Acquisitions Department session topics.

DAY 4:

9 - 10 Government Publications Coordinator

1) describes acquisitions methods—in contrast with Acquisitions Department activities—and budget and policies for government publications;
2) introduces GP Kardex, other general GP reference tools, GP collection organization, GP personnel and their assignments.

11 - 12 Special Collections Head

1) describes content and location of collections and services—including Preservation Collection and conservation activities;
2) describes how materials are designated for SPE.

12 - 1 Lunch with GP Coordinator (as bibliographer) and two other bibliographers.

1:30 - 2:30	Reference Coordinator 1) describes content and management of Reference Collection; 2) discusses Reference Collection policy statement and consultation on adding materials to the collection.

[Training for reference desk service will be scheduled after this program.]

3 - 4	Head, Interlibrary Loan, 1) describes interlibrary loan policies and procedures; 2) discusses data gathered and communications with bibliographers; 3) introduces NYSL access, NYSILL, CDLC, and CRL.
DAY 5:	
9 - 10	Head, Library Systems, 1) introduces computer room and personnel; 2) describes status of LCS and GEAC; 3) discusses future data possibilities from GEAC; 4) introduces future systems plans for Acquisitions and Online Catalog; 5) relates these systems to overall library automation.
10:30 - 12	Head, Cataloging Department, discusses: 1) copy cataloging; 2) original cataloging; 3) gifts—especially considerations for processing when accepting them; 4) backlog and access to it; 5) RUSH and special handling; 6) use of OCLC, MRMS, and future RLIN systems.
12 - 1	Lunch with Heads, Cataloging and CASM, and Periodicals Cataloger.
1:30 - 2:30	Head, Catalog, Authority and Shelflist Maintenance, discusses: 1) authorities; 2) shelflist; 3) GEAC updates, especially add-ons of various sorts; 4) catalogs and record problems; 5) binding and other physical processing activities.
3 - 4	Periodicals Cataloger 1) describes periodicals cataloging practices; 2) relates them to periodicals database; 3) introduces periodicals printout and its interpretation.
DAY 6:	
9 - 10	Head, Circulation, describes 1) relationships and status of LCS, GEAC, and McBee transactions; 2) routing new books to faculty and forms used; 3) stack maintenance activities; 4) future barcoding plans.
11 - 12	Bibliographic Instruction Coordinator discusses 1) general library tours; 2) workbooks; 3) library publications; 4) history of courses for credit; 5) assistance offered for subject-specific instruction sessions.

12 - 1	Lunch with Head, Pre-O er Search, and remaining bibliographers.
1:30 - 2:30	Computer Search Services Coordinator describes 1) policies and proced es; 2) databases searched referrals; 3) training opportun

[Training for computer search service scheduled after this program.]

3 - 4:30	Head, Non-Print Ser troduces 1) Reserve Collecti cies and procedures; 2) Microforms, read nters, access tools; 3) Periodicals coll policies and procedures; 4) Special Faciliti ials; 5) Other non-print (erials.
DAY 7 through 11	
9 - 11:30 and 1:30 - 4	Work in Pre-Order Search Unit
DAY 12 through 16	
Hours to be arranged	Work in Technical Services
DAY 17	Head, GLPP and GLPP Bibliographers 1) tour GLPP facilities and collections; 2) discuss collection overlaps with Main Library, with special reference to the new bibliographer's assigned subjects.
12 - 1	Lunch with GLPP librarians
1:30 - 3	Head, Collection Development, provides wrap-up session, emphasizing expectations of bibliographers and priorities and time management. New bibliographer provides evaluation of training program (to be continued during bi-weekly meetings with Head, Collection Develoment).
DAY 18	New bibliographer begins regular collection development activities. Head, Collection Development, schedules initial meetings with heads of academic units and established liaisons to be attended by new bibliographer and bibliographer currently carrying subject responsibilities to be transferred to new bibliographer (Head, Collection Development participates in these meetings). Mentor assists bibliographer in recalling or locating documentation on specific procedures and situations and reviews all requests sent to Pre-Order Search Unit with new bibliographer to point out missing information and other peculiarities. (Mentor does not serve as an evaluator, but rather as a more experienced peer.)

[Additional responsibilities, such as reference desk work and Computer Search Service appointments, will result in added specific training sessions.]

UNIVERSITY OF WATERLOO LIBRARY

WORKSHOP ON COLLECTIONS MANAGEMENT

1. Objectives

To provide library staff with an overview of the purpose and composition of a collections management program, and to solicit questions and comments concerning its application at the University of Waterloo

2. Format

Two-day workshop, each day divided up into four one-hour sessions, each session to consist of a 30 minute presentation, followed by a review of the results of a previously distributed opinion survey (see NOTE below), and a general question and discussion period

3. Syllabus

Institutional and library goals. Conversion of goals into specific objectives through programs and the allocation of resources. Constraints upon the development of collections e.g. funding, space, curriculum, cooperative agreements. The role of collections management. Components of a collections management program. Collections development policies. Acquisition policies. Selection. Acquisition programs. Collection. Storage and weeding programs. Institutional cooperation

4. Program

Day 1 (Session 1)

Institutional goals and objectives, and library collections management. Components of a collections management program - collection development policies, selection and acquisition procedures, acquisitions programs, collection evaluation

Day 1 (Session 2)

Collection development policies and their relationship to teaching and research programs. Program and course changes and collection development objectives. Long-range planning and "pie-in-the-sky"

Day 1 (Session 3)

Selection and acquisition programs, and constraints that can influence them - space and equipment, funding, cooperative agreements

Day 1 (Session 4)

Objectives of collection evaluation and the the components of a collection evaluation program - user surveys, list checking and statistical analyses

Day 2 (Session 1)

User surveys - profits and pitfalls. Examples from some previous CAP projects. Some possible applications at the University of Waterloo - quality of the collection, accessibility, availability

Day 2 (Session 2)

List checking - selecting the right list. Problems with citations. Information to be collected. Analysing the results. Conclusions.

Day 2 (Session 3)

Sources of data for statistical analyses. Some analytical techniques, with examples from CAP projects

Day 2 (Session 4)

Applications of the results of a collection evaluation to collections development policies, selection and acquisition programs, conservation practices, and storage and weeding programs. Ultimate effects upon library resource allocation e.g. personnel, budget and space

NOTE

The intent of the opinion survey would be to identify the attitudes of selectors to their collecting responsibilities, library's role in teaching and research, coordination and cooperation in collections development, weeding and storage, academic planning and library support

UNIVERSITY OF WATERLOO

GUIDELINES FOR LIAISON LIBRARIANS VIS-A-VIS DEPARTMENTAL LIBRARY REPRESENTATIVES

The Library assigns liaison librarians to work with the departmental library representatives to facilitate communication between the Library and the department, to develop the library collection and to prepare and administer funds for the acquisition of library materials.

In respect of communication, the liaison librarian:

- informs the departmental library representative of Library resources, services, policies, matters of current interest, orientation and instruction programs
- informs the Library of any concerns the department has with any aspect of the library operation
- informs the Library of the requirements of the Department, and wherever possible, addresses these requests directly (e.g. orientation)
- is available to attend departmental meetings by invitation to present and receive information and comment concerning Library services.

In respect of collections development, the liaison librarian:

- assists the departmental library representative in becoming familiar with the strengths and weaknesses of the Library's collections, with the department's Collection Development Policy and with the Library's selection, acquisition and weeding procedures
- consults with the departmental library representative on long-range planning of collection development
- advises the departmental library representative of new acquisitions and subscriptions
- consults with the departmental library representative on proposed major purchases or specialized materials
- consults as necessary with the departmental library representative when preparing assessments of the library collection and programs (e.g. ACAP).

In respect of the acquisitions budget, the liaison librarian:

- keeps the departmental library representative informed of the commitments and expenditures of the acquisitions budget over the course of the year
- solicits the assistance of the departmental library representative in drafting the annual acquisitions budget
- ensures that the acquisitions budget request accurately reflects the amount required to support academic programs and research.

June 11, 1984

PENNSYLVANIA STATE UNIVERSITY

Guidelines for Selectors
August 14, 1986

Attachment 5: Excerpt from Collection Development Guidelines (draft)...Bibliographer's Manual

Guidelines for Selectors

2.0 INTRODUCTION

These Guidelines are intended as a training guide and sourcebook for new selectors, a continuing reference for experienced selectors, and an aid for supervisors of selectors. It is above all a tool for the collection development function.

This document contains the following sections: I. The mission statement for the collection development function; II. A timetable for collection development functions; III. A list of the major collection development activities including sections on the selection of materials, faculty liaison, collection management and evaluation, financial control and continuing education and professional development. The activities in each section are listed in priority order and suggestions for implementation have been added. It is the responsibility of the selector, in consultation with the appropriate Department Head and the Coordinator for Collection Development, to set goals for each year in accordance with the collection development timetable; IV. A list of policies and procedures relevant to the collection development function; the actual policies and procedures form an Appendix to these Guidelines.

4.0 TIMETABLE FOR COLLECTION DEVELOPMENT FUNCTIONS

a. July-August: In consultation with the appropriate Department Head and the Coordinator for Collection Development set plans and goals for the future following guidelines contained in this manual.

b. January-February: Assess progress made toward goals set in July-August. Write summary report to be shared with the appropriate Department Chief and the Coordinator for Collection Development.

c. By May 1st: Written evaluations on the previous year's performance, including the collection development function, will be written by the appropriate Department Chief who will consult, as appropriate, with the Coordinator for Collection Development. (See attached)

4.1 Selection of Materials

I. Priority I

1. Develop, use and routinely review a working list of selection tools.
2. Develop a systematic and qualitative approach to selection based on knowledge and understanding of the academic and research programs in the assigned area.
3. Review and evaluate library materials received through approval, blanket and gift and exchange programs and give feed-back regarding the profile and how well the approval plans are working.
4. Identify bibliographers in related fields and work with them as appropriate to coordinate the acquisitions of library materials. Develop a regular mechanism for this coordination.
5. Monitor funds assigned for subject(s) or field(s).
6. Encourage suggestions from library users for library materials purchase.
7. Become familiar with library policies affecting selection decision, e.g. gifts, software, etc.

II. Priority II

1. Identify and coordinate with Acquisitions, gifts and exchanges sto upplement purchased items in subject area for addition to the collection.

Suggestions for Implementation

1. In addition to general tools such as BPR, Weekly Record, and national bibliographies, a working list of selection tools should include: (1) specialized journals which feature book reviews, books received notices or advertisements; (2) dealers' list and catalogs; (3) publishers' catalogs and brochures; interlibrary loan requests; (4) standard bibliographies in the fields.

2. Learn how to use the Collection Development Policy as a tool for modifying expenditures, according to budget changes.

3. Consider regular, formal or informal meetings with selectors whose fields inter-relate with yours to coordinate selection and location of materials.

4. Keep close contact with Acquisitions Librarians on approval plans, alternative funding, etc.

5. Set a time-table for collection development functions.

4.2 Faculty Liaison

I. Priority I

1. Arrange to attend the first faculty meeting of the department or college in order to introduce yourself; arrange attendance at other meetings if appropriate and feasible.

2. Communicate frequently with library committees, departmental representatives and other interested faculty.

3. Contact each new faculty member in the department on his/her arrival.

4. Direct a communication, either written or in person, to faculty members in the department at least once a year.

5. Visit with department chairperson, particularly if newly appointed, to discuss programmatic priorities, trends and plans for curricula.

6. Keep informed as much as possible about individual faculty members' professional activities and interests.

7. Get on department mailing lists.

8. Consult with appropriate faculty before acquiring unusually expensive items or making important changes.

II. Priority II

1. Act as liaison for faculty with other areas of the library system when appropriate.

2. Keep in contact with graduate advisors and/or thesis and dissertation advisors for awareness of ongoing research in subject area.

3. Monitor university publications (Intercom, Senate Blue Sheets, etc.) for changes in programs, new appointments and faculty activities.

4.3 Collection Management and Evaluation

1. Engage in continuous review of current serial subscriptions.

2. Weed lesser-used materials for location in the Library Annex or withdrawal.

3. Undertake assessments of the collection by reviewing and evaluating holdings in given subject(s).

   a. Within assigned subject(s) conduct an evaluation of a discrete part of the collection each year.

   b. Undertake major assessment of significant portion of the collection within assigned subject(s) every 3-5 years.

Suggestions and Implementation

1. Within assigned subject(s) check holdings against standard bibliographies.

2. Within assigned subject(s) check holdings against specialized lists such as the RLG Verification Studies, bibliographies published in journals and those issued by special libraries as available.

3. Determine sources of information and statistics to promote effective management decisions.

4. Familiarize yourself with acquisitions policies affecting selection, withdrawal and other management decisions.

4.4 Fund Management

I. Priority I.

1. Assume responsibility for administering all funds allocated or made available for assigned subject(s).
2. Become familiar with annual estimates of expenditures for library materials in assigned subject from all sources, including serials, approval plans, allocations and special funds.
3. Make annual written materials budget request to Coordinator for Collection Development and the Acquisitions Librarian based on factual information.

Suggestions for Implementation

1. Become familiar with monthly budget reports from Acquisitions.
2. Become familiar with annual estimates of expenditures made at the end of each fiscal year by Acquisitions.
3. Become familiar with estimates of expenditures made with report of allocations for each new fiscal year.
4. Be aware of the average price of a book for assigned subject(s) through annual reports issued by PW and Library Journal, etc.

4.5 Continuing Education and Professional Development

I. Priority I.

1. Develop depth and breadth in knowledge of assigned field(s).
2. Keep up with literature on the use of library materials in assigned field(s).

II. Priority II.

1. Be aware of on-line databases available in assigned field(s)and existing housing and servicing patterns.

III. Priority III.

1. Write book reviews in the subject area.

2. Publish research in assigned subject field(s) with emphasison bibliographical resources.

Suggestions for Implementation

1. Maintain familiarity with journal literature in the subject,noting trends and changes.

2. Attend lectures, seminars, workshops, conferences, etc., both on and off campus, as appropriate and significant for increasing knowledge in the subject area.

3. Audit or take for credit courses in the assigned subject field(s).

MCGILL UNIVERSITY

BIBLIOGRAPHER'S

HANDBOOK

PRELIMINARY EDITION

A GUIDE TO
THE MCLENNAN LIBRARY
COLLECTION DEVELOPMENT AND COLLECTION MAINTAINANCE
PROGRAM

JUNE 1986
MCLENNAN LIBRARY
MCGILL UNIVERSITY

107

MCGILL UNIVERSITY

TABLE OF CONTENTS

Introduction 1

- Collection Development Mission and Goals 3

- Bibliographers as Subject Specialists 5
    - Functions and Activities 6
    - Selection of Materials 8
    - Faculty Liaison 10
    - Collection Evaluation 13
    - Fund Management 15

- Administration of the Collection Development Program . 18
    - Responsibilities of the Collections Librarian . . 19
    - Bibliographer Responsibilities 21
    - Communications Mechanisms 22
    - Recruiting 23
    - Orientation 24
    - Performance Appraisal 25
    - Review and Goal Setting 26
    - The Library Materials Budget Process 27
    - Faculty Handbook 28
    - Bibliographer's Council. 29
    - Collection Development Committee. 30

INTRODUCTION

INTENDED AUDIENCE AND USE

The Bibliographer's Handbook is intended to serve as an orientation aid for new bibliographers, a sourcebook and guide to collection development for new and experienced bibliographers, and a reference for the non-bibliographer supervisor of bibliographers. It is also intended to acquaint other library staff with the role of bibliographers.

PURPOSE AND NEED

The Handbook has two underlying purposes. The first is to strengthen the Library's Collection Development Program through definition of its aims, functions and practice. The second is to improve administration of the program.

These statements of purpose grew out of specific needs. Orientation for new bibliographers, for example, called for a document which analyzes bibliographer functions and tackles the issue of what to do first. Experienced bibliographers needed to recognize purposes held in common and gain better understanding of their roles in the administration of the Collection Development Program. Also needed was more complete information on the collection development process, especially by librarians who, though not themselves bibliographers, were supervisors of bibliographers.

The context of the Handbook will be set by two related publications, a Collection Development Policy and a Library Handbook for Faculty. Together they shall address a philosophy of materials selection as well as specific collecting guidelines and acquisitions procedures.

SCOPE

While The Bibliographer's Handbook seeks to provide an overview of the Collection Development Program, it is intended to accompany two other publications, The Collection Development Policy or Library Handbook for Faculty. In keeping with its intended uses the Handbook is practical in character. It also offers options rather than prescriptions, partly because it is directed to a variable audience, but also because collection development does not lend itself to absolutes.

The Handbook addresses a particularized situation which anticipates continuing change. Inclusion of specific concepts or suggestions is not necessarialy intended to convey the notion of "best professional practice" and may simply mean "best strategy under present circumstances." Fund accounting in a currently non-automated mode is a case in point. The Handbook as a whole is an evolving document that is frankly experimental in some aspects.
What doesn't work will be discarded or replaced. In recognition of its dynamic character the Handbook is in loose-leaf format.

METHOD

The content of this Handbook consists of a thoughtful adaptation of the Bibliographer's Manual of the University of Texas at Austin to the present circumstances in the McGill libraries.*
Further developments will occasion new and/or altered sections, reflecting special arrangements, policies etc. required to meet the special needs of our McGill constituencies.

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* Bibliographer's Manual: A Guide to the General Libraries Collection Development Program,, Contributions to Librarianship, no. 7 (Austin: The General Libraries, The University of Texas at Austin, 1982.)

UNIVERSITY OF CALIFORNIA, IRVINE

A MANUAL
FOR BIBLIOGRAPHERS

UC Irvine Library

Revised July 1985

TABLE OF CONTENTS

Page

Organization and Staffing of the Collection Development and Acquisitions Department 1

Organization Chart 2

Collection Development in the Library 3

Approval and Other Gathering Plans 4

Handling of Approval Books 7

Direct Orders From Approval Vendors 9

Retrospective and Non-Approval Materials 10

Ordering of Monographs 11

Pre-Order Searching 11

Ordering 11

Out-of-print Lists 13

Long Lists or Bibliographies 13

Instructions for Searching, Ordering, and Cataloging 13

Priorities for Bibliographic Searching 14

Vendor Selection 18

Special Handling Terminology 19

Book-in-Hand Searching 19

Reserve Books and Replacements 20

Out-of-print Search 21

Cover Slips 21

Ordering of Serials 23

Evaluation and Cancellation of Subscriptions 27

Serials Replacements 27

Library Materials Allocations and Expenditures 29

Gift and Exchange Materials 30

  Gifts 30

  Exchange 31

Interlibrary Loan and Collection Development 32

UCI Publications 36

The UC Libraries Master Plan 37

  Shared Purchase Program 37

  North American Collections Inventory Project (NACIP) 38

SPECIFIC RESPONSIBILITIES OF BIBLIOGRAPHERS

	Frequency
Essential	
Bibliographers' meetings	1-2 hours a week
Faculty interviews	Annually
Faculty liaison (handle requests, query them on collection issues, provide SDI service, etc.)	As needed
Review approval books	2-3 times monthly
Review form selections (BNA, BHB, Harrassowitz, Touzot, Coutts, Bennett)	Continually
Review gift and exchange books	Periodic
Review special gift collections or en bloc purchases	Occasional
Review exchange lists	Periodic
Review most important retrospective catalogs and lists	Continually
Serial requests, with justification	As needed
Make renewal evaluation for new subscriptions	Periodic
Prepare and review shared purchase requests	Annually
Review ILL requests	Periodic
Book and serial replacement worksheets	Periodic
Queries from Bindery unit on replacement of mutilated materials or missing issues	Periodic
Selective cancellation of subscriptions or standing orders	As desirable
Review of cancelled orders for disposition	Periodic
Update or revise selection policies	As necessary
Important or Desirable	
Attend Collection Development Committee meetings	2-3 times a year
Review book trucks (direct orders, forms selections, and "book-here's")	1-3 per week
Check *Livres du mois*, other lists of monographs and serials	Periodic
Review less important catalogs, lists, and flyers received	Periodic
Check appropriate bibliographies for filling gaps	As time permits
Attend faculty meetings (where appropriate and when invited)	Occasional

Optional

Attend faculty colloquia and other meetings
Attend workshops relating to collection development
Check current titles or titles reviewed by *Choice*, etc.

Special Projects

For new bibliographers: Interview all available faculty members
Ongoing: North American Collections Inventory Project (NCIP)
    Selection of materials for storage in the Southern Regional Library Facility (SRLF)
Past: Review of all subscriptions and standing orders for rating and selective cancellation
    Review of 'transit' backlog
    Random sampling of collection for storage statistics
    Meetings with UCR bibliographers on intercampus cooperation

BIBLIOGRAPHER'S

MANUAL

A Guide to
the General Libraries
Collection Development Program

March 1982
General Libraries
The University of Texas at Austin

TABLE OF CONTENTS

Introduction 1

Collection Development Mission and Goals 3

The Bibliographer as Subject Specialist 5

  Qualifications 6

  Functions and Activities 7
    Selection of Materials 9
    Collection Management 11
    Faculty Liaison 13
    Library Use Instruction 16
    Collection Evaluation 18
    Fund Management 20

Administration of the Collection Development Program 22

  Responsibilities of the Assistant Director for Collection Development 23
  Bibliographer Responsibilities 24
  Communication Mechanisms 25
  Recruiting 26
  Orientation 27
  Performance Appraisal 28
  Review and Goal Setting 29
  The Library Materials Budget Process 30
  Bibliographer's Council 31
  Collection Development Committee 32
  Preservation Committee 33

Helpful Documents 34

Appendixes:

A. Position Description for National Recruiting: Bibliography Department 35

B. Position Description for National Recruiting: Special Collection 36

C. Position Description for Internal Recruiting 37

D. Orientation Checklist 38

E. Budget Request Form 39

HAROLD B. LEE LIBRARY
COLLECTION DEVELOPMENT DIVISION

Faculty Relations

The two primary goals of the Collection Development Division are to:

1. build collections by supporting curriculum and research at Brigham Young University, and

2. facilitate access to library collections by providing reference service, research assistance, and bibliographic instruction.

The successful accomplishment of these goals requires that the division maintain a close working relationship with the academic units of the University, including colleges, departments, institutes, and research centers. Of paramount importance is also division support of individual faculty members in their instructional and research assignments.

The responsibility for relations with academic units and their faculty reseats with the subject selectors. Subject selectors are assigned those academic units whose curriculum is most closely aligned with their collection development responsibilities. Because of the interdisciplinary and overlapping nature of both the university's curriculum and the division's collection development assignments, more than one subject selector may be assigned to an academic unit.

Subject selectors are expected to maintain contact with their assigned academic units through meetings as outlined below. In addition to these formal meetings, subject selectors should work with individual faculty members in building collections, providing research support, and developing bibliographic instruction programs.

Scheduled Meetings

1. Meetings with college deans -- annually
2. Meetings with department chairmen -- biannually
3. Meetings with faculty representatives -- monthly or biannually
4. Attendance at department faculty meeting -- biannually
5. Introductory meeting with new faculty -- upon hire

One function of these meetings is to gather information about academic programs that will enable subject selectors to update collection development policy statements, bibliographic instruction programs, and reference services. These meetings also provide an opportunity for subject selectors to communicate information on library policies, services, and budgets. A final purpose for the meetings is to elicit feedback on satisfaction with library support.

Suggested agendas have been developed for the meetings outlined above. Of necessity, these agendas are generic and quite basic. Prior to each meeting, subject selectors should review the agenda and add appropriate items. Because subject selectors are the library's primary representatives to academic units, they are asked to communicate information and gather feedback on all library services, including those offered by the General Services and Technical Services Divisions.

Following meetings with deans and department chairmen, subject selectors are to submit a brief written report to the Assistant University Librarian for Collection Development. This report should outline changes in academic programs which may impact the library. The report should also include an evaluation of the college's or department's satisfaction with library collections and services. The Assistant University Librarian for Collection Development will communicate pertinent information from these reports to the Library Administrative Council.

The agendas for the various academic meetings follow.

DEPARTMENT FACULTY MEETING

Agenda

Suggested frequency:	Biannually
Suggested length:	15 minutes

A. Budget Report

   1. Monographic allocation and balance
   2. Serials allocation and balance

B. Library Update

   1. New policies
   2. New services
   3. Organizational changes

C. Suggestions for Improvement of the Library Program

   1. Collection support
   2. Library services

D. Questions on Library Program

FACULTY REPRESENTATIVES MEETING

Agenda

First Meeting

A. Faculty Representative Program

1. Role of faculty representative
2. Faculty representatives manual

B. How the Library Acquires Materials

1. Standing order and approval programs
2. Firm order program
3. Serial subscriptions
4. Non-book formats

C. Library budget

1. Department allocation

   a. Monographs
   b. Serials

2. Budget reports

D. Ordering Procedures

1. Monographs
2. Serials

E. Library Orientation

1. Tour
2. Demonstrations (RLIN, BYLINE, CARS)

FACULTY REPRESENTATIVES MEETING

Agenda

Monthly Meeting

Suggested frequency: At least once a semester, preferably monthly
Suggested length: 30-60 minutes

A. Budget Report

  1. Monographs
  2. Serials

B. Consideration of Purchase Requests

C. Library Update

  1. New policies
  2. New services
  3. Organizational changes

D. Department Satisfaction with Library Collection and Services

E. Questions on Library Program

NEW FACULTY LIBRARY ORIENTATION

Agenda

Frequency:	At time of hire
Length:	1 to 2 hours

A. Welcome to University

B. Explanation of Library Organization

  1. Library Divisions
  2. Library Administration
  3. Library Council

C. Library Services

  1. Faculty library Guide
  2. Circulation
     a. Faculty book delivery
  3. Interlibrary Loan
  4. RLIN, BYLINE, CARS
  5. Reference service and research assistance
  6. Bibliographic instruction program

D. Collection Development

  1. Library representative program
  2. Library budgets and reports
  3. Recent acquisition list

E. Tour of Library

F. Demonstrations (RLIN, BYLINE, CARS)

Elmer Holmes Bobst Library
New York University

Faculty
Information
Bulletin/ 1

COLLECTION DEVELOPMENT

Materials for the Library's collections are selected by subject specialists who work in the various reference centers at Bobst Library. These people are responsible for choosing books, journals and other material which meet the study and research needs of New York University's students and faculty. Faculty participation in selection is welcome and encouraged. The Collection Management Department, with the Library's Collection Development Committee, is responsible for coordinating the work of all those who select material for the Library. To get in touch with the subject specialist assigned to your department or program, inquire at the Collection Management Office located on the mezzanine in Bobst, or call Joan Grant, Director of Collection Management (598-2378).

BOOK SELECTION

The bulk of the Library's domestically published books are received on approval from several book distributors. Under the terms of these approval plans, books in subject areas of interest are automatically received. Subject specialists review each shipment, selecting those items of value to the Library's collections. A similar plan is in effect for books published in England. In addition, blanket orders are maintained for certain subjects with dealers in France, Germany, Spain and several Latin American countries. For publications not covered by approval plans and for retrospective material, subject specialists generate individual orders. If faculty members wish to recommend orders or learn about procedures or approval plan coverage, they should contact the librarian responsible for selection in their particular subject area.

Extensive reference sets, major microfilm collections, and other substantial works are also purchased. Such acquisitions are made selectively depending upon availability of funds. Factors considered by the Committee in evaluating major purchase requests include:

-relevance of the material to program needs;
-quality of guides or indexes;
-anticipated use of the material;
-availability elsewhere in the city.

Note: Orders for books to be placed on reserve should be sent directly to the Reserve Room.

JOURNAL SELECTION

Because subscriptions involve the commitment of both current and future funds, all journal requests are carefully scrutinized by the Collection Development Committee. This insures the Library's continued ability to add new titles on a selective basis in spite of budget limitations. The criteria considered by the Committee include but are not limited to:

- relevance to the curriculum and existing collection strengths;
- coverage in indexing and/or abstracting sources;
- credentials of editor, editorial board and contributors;
- availability at other libraries through resource sharing agreements;
- assessment of sample issues made available for in-house review.

GIFTS

The library accepts gifts of books and other materials which will enhance the research strengths of its collection. All donations are received with the understanding that the library may keep or dispose of the books at its discretion. Anyone interested in making a donation should contact Frank Walker at 598-3756 or consult Faculty Information Bulletin #2 for details on the library's gift policy and procedures.

USE OF OTHER COLLECTIONS

Through the Library's participation in a variety of cooperative arrangements, users have access to the collections of a number of libraries. Use of the rich library resources in the metropolitan area and northeast can serve as an invaluable supplement to the collections at NYU. Additional details on using the libraries of the following institutions are available at the reference desk on the first floor of Bobst.

Research Library Association of South Manhattan (The Consortium)—Reciprocal access and borrowing privileges at the New School for Social Research, Parsons School of Design and Cooper Union for the Advancement of Science and Art.

Hebrew Union—Reciprocal access and borrowing privileges.

Columbia University—Stack privileges for faculty and doctoral candidates.

Research Libraries Group (RLG)—Reciprocal access and priority interlibrary loan at the 27 RLG members which include the New York Public Library, Yale, Princeton, Columbia, Cornell, Pennsylvania and Stanford.

Metropolitan Reference and Research Library Resource Agency (METRO)—Referral services for on-site use of specific materials in many libraries in New York City.

Studies and Reports

TEMPLE UNIVERSITY

DISCRETIONARY FUNDS AND SALARY COST

SELECTOR	DISCRETIONARY FUNDS	SALARY COST
A	$ 54,400	$ 14,123
B	13,500	10,763
C	8,000	12,679
D	2,400	2,541
E	15,000	11,983
F	7,200	6,068
G	1,800	2,674
H	22,200	14,322
I	11,400	4,025
J	27,600	6,840
K	4,400	4,452
L	22,200	27,700
M	32,500	9,562
N	20,400	20,942
O	19,100	31,252
P	2,000	1,724
Q	18,520	10,631
R	9,600	7,610
S	21,000	11,012
T	33,000	8,450
U	8,400	6,178
	$336,140	$225,531

UNIVERSITY OF WATERLOO

MANAGEMENT INFORMATION SYSTEM (M.I.S.)

OUTLINE OF METHODOLOGY USED

An attempt has been made to display a quarterly estimate of Library resources being allocated to various Library programs and functions, the total cost of resources such employed, the production outputs achieved, and the resulting unit transaction costs.

The unit production costs have been determined by using macroanalysis rather than microanalysis - in other words, the physical outputs have been related to total costs for a given quarterly period for each of the Library programs being studied.

Two major kinds of Library cost centers have been segregated and identified:
a) processing centers (Collections)
b) support centers (Public Services)

It should be emphasized that the unit transaction costs arrived at are only estimates and they should be treated as such.

For each of the M.I.S. functions being reported Library management and staff directly involved in the operation have indicated on a percentage basis the amount of time being spent. Direct quarterly salary costs have been calculated for each function by applying the percentage time allocations.

Most of the Library's non-salary operating accounts are not broken down by department. The following allocation process has been adopted: each July after the annual salary increases have been incorporated in the Departmental salary budgets the total non-salary operating costs are being allocated to the Departments based on the percentage relationship of each Departmental Salary Budget to the total Salary Budget.

The quarterly non-salary operating costs have been added to the direct quarterly salary costs for each M.I.S. program.

Quarterly output statistics have been computed for each of the eight M.I.S. functions. In some cases, a weighting of the statistical data has been done. For example, a weighting factor of 1.8 has been established for Interlibrary Loan Material borrowed in order to compensate for the longer processing time for borrowed material as compared to loaned material.

MANAGEMENT INFORMATION SYSTEM (M.I.S.)

SUMMARY OF UNIT COSTS, MACROANALYSIS

PERIOD: Aug. 1, 1985 - OCT. 31, 1985

CATEGORY	TRANSACTION	DESCRIPTION OF COSTS	ACTUAL COSTS	OUTPUT DATA	UNIT TRANSACTION COST
1. Collections Development	Unit cost re: ordering one volume of titles	Salary and non-salary operating costs, Direct and overhead costs	$87,298	3,070	Unit cost per title ordered: $28.58
2. Acquisition of Monographs	Unit cost re: acquiring one volume of titles	same as above	$116,360	8,908	Unit cost per physical item received $13.13
3. Acquisition of Serials	Unit cost re: acquiring a given volume of serials	same as above	$118,435	70,596	Unit cost per physical item received $1.69
4. Cataloguing of Monographs	Unit cost re: cataloguing a given number of items	same as above	$411,830	14,025	Unit cost per physical item catalogued $29.51
5. Cataloguing of Serials	Unit cost re: cataloguing or recataloguing a given number of titles	same as above	$20,340	422	Unit cost per title catalogued/recatalogued $48.44
6. Information Services	Unit cost re: a given volume of reference/information service activity	same as above	$61,375	Reference questions 80,822 Reference questions /queries 87,360	Unit cost per information unit-reference questions $.76 Unit cost per information unit - reference question/ queries $.70
7. Circulation of Library Material	Authorized removal of material from Library premises or reserves areas	same as above	$330,173	139,065	Unit cost per circulation transaction $2.38
8. Interlibrary Loans	Unit cost re: a given item lent or borrowed	same as above	Lending $16,873 Borrowing $30,284	Lending $1,631 Borrowing $1,939	Unit cost per item lent $10.39 Unit cost per item borrowed $15.70

M.I.S.

SUMMARY OF UNIT OPERATING COSTS (ANNUAL AVERAGES)

		ACQUISITIONS		CATALOGUING		REFERENCE			I.L.L.	
PERIOD	SEL.	MON.	SER.	MON.	SER.	QUE.	QUEST/QUE.	CIRC.	LENT	BORR.
Jan. 81 - Oct. 81	$11.06	$ 8.26	$ 2.13	$18.36	$ 82.96	$0.67	$ 0.58	$1.40	$ 8.19	$ 6.53
Jan. 82 - Oct. 82	12.88	10.01	2.12	23.28	180.90	0.61	0.55	1.81	7.38	8.97
Jan. 83 - Oct. 83	11.54	11.03	2.57	23.68	88.16	0.61	0.57	1.68	8.69	10.96
Jan. 84 - Oct. 84	13.24	10.54	2.98	27.15	78.03	0.59	0.56	1.57	9.34	12.35
Jan. 85 - Oct. 85	22.77	12.78	2.61	28.71	64.89	0.76	0.71	2.13	9.71	13.39

UNIVERSITY OF WATERLOO Time Study
February 1-28, 1978

E DEPARTMENTAL AVERAGES

DATE	RANGE ~~TIME SPENT~~	AVERAGE ~~TOTAL~~ TIME	ADDITIONAL INFORMATION (PLEASE BE SPECIFIC)
REFERENCE DESK			
: SCHEDULED TIME	18.3% - 30.1%	22.31%	24.35%
: ADDITIONAL TIME	0.4% - 5.8%	2.04%	
OTHER REFERENCE WORK			
: BIBLIOGRAPHIES	0 - 28.5%	4.63%	
: LONG QUESTIONS	0 - 3.1%	1.27%	9.56%
: WEEDING, COLLECTION AWARENESS	0 - 18.8%	3.66%	
COLLECTION DEVELOPMENT			
: DEALER SELECTION BIBLIOGRAPHIES	1.3% - 12.8%	6.95%	
: DEALER SELECTION	0.8% - 2.9%	1.73%	
: OTHER BIBLIOGRAPHIES	0.6% - 10.9%	5.10%	25.53%
: JOURNALS	0 - 7.5%	2.17%	
: PUBLISHERS FLYERS	0.4% - 13.5%	5.50%	
: OTHER TOOLS	0.1% - 11.1%	4.08%	
LIAISON			
: PHONE	0 - 4.1%	1.05%	
: IN DEPT.	0 - 6.8%	2.43%	5.98%
: IN LIBRARY	0.2% - 6.1%	2.50%	
MEETINGS (indicate type)	0.6% - 12.9%	3.98%	3.98%
SEMINARS			
: DESCRIBING SERVICE	0 - 2.3%	0.25%	
: PROFILE PREPARATION			0.29%
: RUNNING SEARCHES	0 - 0.4%	0.04%	
ORIENTATION			
: PREPARATION	0 - 5.0%	0.68%	1.05%
: TOURS, WORKSHOPS ETC.	0 - 1.8%	0.37%	
CLASSES, WORKSHOPS, CONFERENCES ETC.	0 - 8.25%	3.22%	3.22%
OTHER : I.L.L.	1.56%	Special Duties 4.34%	
Scheduling	[illegible]		
Publications	1.43%		
Searching Pool	0.96%		26.01%
Paperwork 0-11.4%	3.62%	General Duties 12.80%	
~~Consultations 0-15.3%~~	~~1.70%~~		Total hours 1,341
: Other 2.5-23.4%	7.49%		[illegible]

UNIVERSITY OF WATERLOO

COLLECTIONS MANAGEMENT AT UW

1. For literature on collections management see writings of Miller, Mosher and Stueart

2. At UW, collections management program is a response to problems in use of human resources, financial support and space. Objective is to make our resources go further in satisfying the requirements of our users

3. Collections management is one facet of the operations of the Collections Division of the Library, which includes also acquisitions and cataloguing. The Public Services Division provides the day-to-day interface with the library patrons. Communication between the two divisions takes place within the administrative structure, committees and interchange of personnel e.g. cataloguers at reference desk

4. The components of the Collections Management Program are:

   a) Collection Development Policies
   b) Acquisition Policies
   c) Budgets
   d) Acquisition Programs
   e) Collection Evaluation

5. All the above have been performed previously in some way. The intent of the Collection Management Program is to ensure that they are done regularly, systematically and consistently

6. A primary emphasis will be on Collection Evaluation. This program is seen as consisting of three parts:

   a) physical inventory
   b) use/user studies
   c) disciplinary assessments

What do we hope to learn from these studies?

   e) What does the collection contain?
      Are these the right things?
      Why or why not?
      What is in the collection that is not needed?
      What is not there that should be?

f) What needs preservation?
What needs it most?
What needs it sooner, what later?
What would inconvenience users least if relegated to less-costly storage
What material is obsolete, undesirable, redundant, and therefore could be discarded?

The answers to these questions will provide input for improved decisions on:

g) collections development policies
h) acquisition policies and programs
i) budgets
j) preservation policies and programs
k) security
l) relegation/weeding

7. What have we done:

a) appointed a Coordinator, Collections Management with authority to initiate and coordinate all aspects of the Collections Management Program

b) appointed an assistant for routine work of the Collections Management Office and managing special projects

c) held a two-day seminar for selectors and other interested staff on the rationale for, and content of, a collection management program

d) met with faculty library committees to explain the collections management program

e) established guidelines for initiating collection assessments

f) performed a shelf inventory of the Arts Library stacks collection, using portable scanners

g) completed storage projects for collections in Library Science, Chinese Civilization, Arts Periodicals stacks, Arts Reference collection and Arts Government Publications statistical yearbooks collection

h) run collections analysis trials, using circulation data and bibliographical checklists, on Philosophy, Economics and Earth Sciences collections to determine the most economic ways of collecting significant information about the collections that will provide useful input into budget, acquisition, preservation, relegation and weeding decisions

8. What do we intend to do next:

   a) Evaluate our experiences with trial collection evaluation projects and prepare recommendations for a methodology for future projects and a proposed schedule for a comprehensive collection evaluation

   b) Evaluate our experiences with shelf inventory using portable scanners and prepare recommendations for future inventory projects and a schedule for inventorying the entire collection systematically

   c) Stemming from the findings of the inventory project in the Arts stacks and other observations of missing and damaged material in the collections, by the end of the year we plan to prepare a report and recommendations concerning the security and conservation of the collections

   d) Early in the new year, we plan to conduct a thorough review of our existing policies regarding inter-university cooperation on the development and management of collections and determine if they are in tune with our present needs and plans

UNIVERSITY OF WATERLOO

MEMORANDUM

TO: Stuart MacKinnon, Collections Management

FROM: Linda Leger

DATE: January 6, 1986

RE: Report on the Evaluation of the Physics Journal Collection

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Several months ago, the Physics Graduate Officer proposed seven new Ph.D. courses. While preparing the Collection Support for New Courses form, I undertook to examine the Physics journal collection. This memorandum will report the results of this evaluation.

Method

Using the "Journal Ranking Package by Category" section of Journal Citation Reports 1983 (JCR), which lists the most highly cited journals by subject, I selected the following categories which are of particular interest to Physics:

	Number of unique titles
Astronomy and Astrophysics	27
Biophysics	32
Physics	62
Physics, Applied	31
Physics, Atomic, Molecular and Chemical	15
Physics, Condensed Matter	23
Physics, Fluids and Plasmas	8
Physics, Mathematical	5
	203

This list is by no means exhaustive but includes most of those categories for which Physics collects at an A (Intensive) or B (Comprehensive) level. Occasionally a title appeared in two of the categories. When this occurred, I removed that title from the larger, more general category (usually "Physics") and counted it only in the second category. These eight categories yielded 203 unique journal titles of direct interest to physicists.

Each of the 203 titles was checked against the UW serials list. A title was counted when UW held a current, on-going subscription to that title. The titles for which UW did not hold current subscriptions (see Appendix I) were then checked against the Cooperative Union of Scientific Serials (CUSS) to determine which other nearby universities subscribed to them. Titles not listed in CUSS were checked against the University of Toronto serials list and then the Union List of Scientific Serials in Canadian Libraries (ULSSCL). Only Ontario locations have been noted on Appendix I.

Results and Discussion

1. Untailored Results

The following chart summarizes the results of the search of the untailored list of 203 titles:

Category	No. of Titles Held by UW	Percentage
Astronomy and Astrophysics	21/27	78 %
Biophysics	19/32	59
Physics	48/62	77
Physics, Applied	28/31	90
Physics, Atomic, Molecular and Chemical	13/15	87
Physics, Condensed Matter	22/23	96
Physics, Fluids and Plasmas	8/8	100
Physics, Mathematical	5/5	100
Total	164/203	81 %

The fact that UW holds 81% of the 203 top-cited Physics journals from an untailored list is an extraordinary one indeed. One normally finds in similar searches that a university with a good collection often holds less than 70% of the titles on untailored lists.

As you know, UW and Guelph operate a joint Physics program (GWP^2). It is interesting to note that Guelph has current subscriptions to only 4 of the 39 journals not held by UW; Western holds 14 and McMaster 12. Photocopies of articles from all but 3 of these journals are available through interlibrary loan from Ontario libraries.

2. Tailored Results

A list of the journal titles not held by UW for all categories except Biophysics was submitted to Profs. Leech and Hemming for their opinion as to whether or not they represented serious omissions in our collection. Upon perusing this list, both gentlemen felt that there were no major omissions in the Physics journal collection. I should point out that in

1985 I received a request for Moon & Planets from Dr. P. Wesson and Dr. Nagi had requested that UW renew its subscription to Festkoerperprobleme - Advances in Solid State Physics; UW had cancelled its subscription with the 1974 issue.

The list of 13 Biophysics journals not held by UW was perused by Profs. Lepock and Kruuv (UW Biophysicists). They determined that 4 of these titles represented serious omissions in the Biophysics collection and 3 others were less serious omissions. The 4 essential titles are:

European Biophysical Journal
Cancer Biochemistry Biophysics
Cell Biophysics
Journal of Biochemical and Biophysical Methods

The results of the tailored search are as follows:

Category	No. of Titles in Tailored List	No. Held by UW	Percentage
Astronomy and Astrophysics	22	21	95 %
Biophysics	23	19	83
Physics	48	48	100
Physics, Applied	28	28	100
Physics, Atomic, Molecular and Chemical	13	13	100
Physics, Condensed Matter	23	22	96
Physics, Fluids and Plasmas	8	8	100
Physics, Mathematical	5	5	100
Totals	170	164	96 %

These results would indicate that UW holds approximately 96% of the top-cited Physics journals which are required by our most demanding researchers in this discipline.

Summary

A collection is said to be at an A-Intensive Level when it contains between 80-100% of the resources required to support doctoral and post-doctoral research with a minimum reliance on interlibrary loan. When we consider the needs of the UW researchers only, it would appear that our Physics collection is at an intensive level in that the library can supply our Physicists with between 83 and 100% of their journal resources, as evidenced by the tailored results above.

When we compare our Physics journal collection against the universe of Physics journals (a task research libraries will be performing in the North American Collections Inventory Project (NACIP)), we take a greater interest in the results of our untailored search. If the NACIP verification study for Physics resembles the list of 203 top-cited journal titles, then our untailored results would also indicate that overall our Physics journal collection approaches an A-Intensive Level (at 81%). However, the subcategories of Astronomy (at 78%) and Physics (at 77%) approach a B-Comprehensive Level, and Biophysics (at 59%) approaches a C-Beginning Research Level. I shall be most interested in testing our journal collection against the NACIP verification study for Physics when this is available to us to see if these levels are in fact accurate.

In the meantime, I recommend that, when monies are available, the Physics Fund strengthen the Biophysics collection by several titles, beginning with the Journal of Biochemical and Biophysical Methods, which is considered by the Biophysicists as the most serious gap in the Biophysics collection.

If you wish, I would be happy to discuss the results of this evaluation further with you. In the meantime, should you require clarification or additional information, please contact me.

CC: Profs. Leech and Hemming, Physics Library Committee
Profs. Lepock and Kruuv, Biophysicists
David Hull, Physics Librarian at Guelph University

Attachments:

Appendix I - Physics Journals Not Held By UW

Appendix II Photocopies of Relevent Pages
from JCR Listing All Titles
Searched

IRVINE: THE UNIVERSITY LIBRARY

21 July 1986

CALVIN BOYER
UNIVERSITY LIBRARIAN

RE: Report of the Collection Development Task Group

Attached is the report of the Collection Development Task Group. The work of the Group meeting together was accomplished in one day. The chair then wrote a draft report that was sent to all the members. The members responded and the changes were considered in the final report.

The Task Group was a particularly satisfying group to work with. Everyone participated, the work went smoothly, and the spirit was cooperative.

Appointing members from other campuses was an especially good idea. Their participation was invaluable.

J. Poole

Jay Martin Poole, Chair
Collection Development Task Group

JMP:kw

cc: Collection Development Task Group

IRVINE: THE UNIVERSITY LIBRARY

21 July 1986

CALVIN BOYER
UNIVERSITY LIBRARIAN

RE: Report of the Collection Development Task Group

Introduction:

The Task Group was convened by the University Librarian based on discussions between him and the Collection Development Officer. They agreed that the time was propitious to undertake an analysis of the model for the management of collection development processes. Members of the Task Group were: Ellen Broidy, Chair, LAUC-Irvine; Cynthia Butler, Acting Assistant University Librarian for the Biomedical Libraries; Sheila Dowd, Assistant University Librarian for Collection Development, Berkeley; Shirley Leung, Assistant University Librarian for Technical Services, Irvine; George Soete, Assistant University Librarian Collection, San Diego; Judy Horn, Head, Government Publications/Microforms; and Jay Martin Poole, Chair, Assistant University Librarian for Public Services, Irvine. The Task Group agreed early in its deliberations that it was recommending improvements to a collection development program that was functioning in a basically satisfactory manner. The principal questions considered by the Task Group were those that concern the function of collection development and the place of the Collection Development Officer in the structure of the Library. The key issue identified by the Task Group is that the authority and responsibility for collection development for all libraries on the campus has never been clearly defined. A related issue is the relationship between the person responsible for collection development and the bibliographers/selectors in the libraries. The Task Group feels strongly that the library-wide authority for collection development should lie with one position.

1. The importance of collection development in the structure of the library: The Task Group affirms the need to maintain the priority of the collecting role of the Library. Collection development constantly impacts on the success of the Library. This is particularly true in relationship to the faculty. In light of the recent combining of the Collection Development and Reference Departments, it is even more necessary that the importance of the collection function and its equivalency with public services and technical services functions be asserted. This equivalency will assure that collection development does not become secondary in the goals of the library.

   RECOMMENDATION: The collection development function should be formally recognized to be of equal importance with the public and technical services functions of the library.

UNIVERSITY OF CALIFORNIA—(Letterhead for interdepartmental use)

2. The level of collection development management in the structure of the library: The size and complexity of the library, the academic programs, and the campus underlie all considerations in determining the level of management for collection development. Collection development functions require suitably high-level administrative attention. The key question for the Task Group is: Should UCI have an Assistant University Librarian for Collection Development at this point in its growth? The opinion of the Task Group is that it should for the following reasons:

   a. The functional organization of the library demands a level of responsibility for collection development equal to the other defined functional areas.

   b. The need for campus-wide coordination of collection activities supports the position at the AUL level.

   c. The growth of the library and the complexity of the university and library environments both demonstrate that the threshold has been reached that requires an AUL.

   d. The entire library is affected by collecting activities. As the collection grows, so does the responsibility and the level of administrative attention needed.

   e. The need for communication among the disparate units responsible for collection development necessitates a level of responsibility in the position that will allow the flow of information in all directions.

   f. The budget for collection development is a significant part of the library budget and all areas of the library concerned with materials are allocated funds from this budget.

   g. It is necessary that one person be in a position of authority to advocate the collection development needs of the University.

   h. Comparable position exist at sister UC campuses and at other ARL libraries.

   RECOMMENDATION: The position now designated "Collection Development Officer" should be revised to Assistant University Librarian for Collection Development.

3. The scope of responsibility of the proposed Assistant University Librarian for Collection Development: The responsibilities and scope of the position should be parallel to the scope and responsibilities of the other Associate/Assistant University Librarians. The proposed position change should include, in addition to the core responsibilities, participation in the administrative group and general management of the Library.

RECOMMENDATION: The position profile should contain the following concepts:

Under the general direction of the University Librarian, responsible for coordinating and developing library-wide operations related to collection development, in order to assure relevancy to campus programs and to assure consistency and quality of collections in all campus libraries.

As the Assistant University Librarian for Collection Development, has responsibility and authority for the management of the library materials budget; for the development of policies relating to the Library's collecting activities; for the planning, development, and management of the Library's collections; for liaison with faculty regarding selection and deselection of library materials.

Represents the Library in appropriate system-wide and campus organizations and other cooperative ventures.

Shares in the responsibility for the recruitment, selection, hiring, orientation, training, and evaluation of reference/bibliographer librarians.

Participates in the making of policy for the Library as a member of the Administrative Group and the Council of Department Heads.

Directs staff as necessary to accomplish stated responsibilities.

Performs other duties as required.

4. The place of the proposed Assistant University Librarian for Collection Development in the Library administrative structure: The proposed AUL/CD should be on an equal level with the other Assistant University Librarians and should take equal responsibility with them in the general administration of the library including formulating library-wide plans and policies.

   RECOMMENDATION: The proposed AUL/CD should be included in the administrative group as a full member on an equal basis the other Assistant University Librarians.

5. The place of Gifts and Exchange in the Library: Gifts and Exchange should be considered a mode of acquisition and should be a section of the Acquisitions Department. As with all acquisitions modes, close continuing coordination with collection development activities is essential.

   RECOMMENDATION: Gifts and Exchange should be an administrative unit of the Acquisitions Department.

6. The place of Acquisitions in the Library administrative structure: Since the collection development and reference functions have been combined it is necessary to position the acquisitions function within the library.

   RECOMMENDATION: Acquisitions should be a full department of the Library and should report directly to the Assistant University Librarian for Technical Services.

7. Collection Development Advisory Committee: At one point in the past there was a Collection Development Committee, composed of bibliographers and heads of departments affected by collection development decisions, and a Bibliographers Group. Over a period of time the Bibliographers Group has superseded the Collection Development Committee. There is a need for structured communication among the various constituencies related to collection development. The formulation and implementation of policy demands that there be clear and adequate communication both upward and downward. The structure that provides the communication channels needs both flexibility and continuity.

   RECOMMENDATION: The Collection Development Committee should be reconstituted using the structure proposed in the Memorandum from Marion Buzzard to Calvin J. Boyer dated 2 October 1985 (attached as Appendix 1). A clearly stated charge should be given to the committee. In the makeup of the committee it is suggested that the heads of Special Collections, Reference, Serials, and Cataloging be reconsidered as permanent members and the option be established that designates could serve instead of the heads of the departments.

8. Bibliographers' Forum: It is essential that all involved in the collection development (including branch staff) be involved in the enterprise. This kind of forum will meet the larger communication needs of all the collection development staff. Such a group will offer the opportunity to maintain a constant information flow to the same people at the same time. It will encourage commitment on the parts of all involved. The forum will also act as an operational group and will provide an educational role. It will increase the understanding of the roles of separate units. It will also serve as the informational body to provide background for decision making. Topics for discussion will include shared purchases, major purchases, interdisciplinary funds, NCIP, general collection matters, storage, and other common concerns.

   RECOMMENDATION: The Bibliographers' Forum should be constituted with the proposed AUL/CD as the chair. A charge for the group should be written and presented to the University Librarian for approval.

9. The involvement of the proposed Assistant University Librarian for Collection Development in the review process: It is essential that the proposed AUL/CD be significantly involved in the review process of librarians concerned with collection development. It is necessary that

the person responsible for collection development make an a contribution to the review file in the same manner that the review initiator does. Only in this way will collection development work be reviewed at the proper level.

RECOMMENDATION: Close cooperation between the review initiator and the proposed AUL/CD is essential; the proposed AUL/CD and the review initiator should coordinate in developing the review dossier. The proposed AUL/CD should contribute to each librarian's dossier who is involved in the collection development process. The written statement of the proposed AUL/CD should be included verbatim in the review initiator's letter. Both should review the dossier with the librarian being reviewed.

10. The proposed Assistant University Librarian for Collection Development should be given adequate support services: The proposed position will require adequate support. Consideration should be given to half-time librarian support. This position should be a collection development librarian at the early career stage. Since the work that the assistant would perform will be in a supportive role, it is not necessary that a senior librarian be involved. Consideration should also be given to rotating the position among collection development librarians. Typical projects would include: NCIP, outside programs, collection evaluations, shared purchases, approval plan mop-up, shelf-list counts, and weeding projects. Secretarial assistance will also be needed.

    RECOMMENDATION: A half-time position should be made available to support the proposed AUL/CD. This position should be an early-career-stage librarian. Secretarial assistance should also be provided.

11. Other considerations: Several items that do not carry recommendations are:

    a. The proposal above should be given open hearings and should be discussed by the Librarians Association of the University of California, Irvine, by the Council of Department Heads, by the bibliographers as a group, and by a personal response from the current Collection Development Officer.

    b. Consideration should be give to a review of the general administrative structure of the Library, particularly the extent of the Assistant University Librarians in the management of the Library. Also, consideration should be given to expanding the administrative group.

    c. In addition to the principal duties as described in the position profile, the Library may also want to consider other departments or functions that might be appropriate to report to the proposed position.

cc: Collection Development Task Group